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Teacher-led
Learning Circles
for Formative Assessment

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for Formative Assessment:
**FINAL REPORT
CÔTE D'IVOIRE**

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FINAL REPORT CÔTE D'IVOIRE

**Learning Circles Project
Training Evaluation**

Prof. Claude Koutou

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Part 1: Country Profile

Background

Côte d'Ivoire is a country located in West Africa, in the northern hemisphere, between the Tropic of Cancer and the Equator. It is bordered to the north by Burkina Faso and Mali, to the west by Liberia, to the north-west by Guinea, to the east by Ghana and to the south by the Atlantic Ocean. It covers an area of **322,462 km2** and has a population of around **29,389,150** (General Census, 2021). The country's political capital is Yamoussoukro and its economic capital is Abidjan. It comprises 31 administrative regions with two autonomous districts, Abidjan and Yamoussoukro. The official currency is the CFA franc and the official spoken language is French. The country is home to some sixty local ethnic groups.

The climate, generally hot and humid, is a transition between equatorial and tropical. Equatorial along the coasts, it is semi-arid in the far north. The temperatures hover around 28°C on average. The country straddles two major climatic zones: the equatorial climate and the tropical savanna climate, which varies between wet and dry. In terms of physical geography, the land is shaped roughly like a quadrangle, with 520 km of Atlantic coastline to the south, along the western part of the Gulf of Guinea.

Overview of Côte d'Ivoire's education system

The education system is the very embodiment of the public education service. Under articles 7 and 8 of Côte d'Ivoire's constitution, the state guarantees all citizens equal access to education and, together with the public authorities, creates favourable conditions for the civic and moral education of young people. The country's education system encompasses the institutions in charge of the education/training sector:

2.1 The Ministry of Education and Literacy (MENA):

The tasks of the Ministry of Education and Literacy are set out in [Decree no. 2022-301 of 04-05-2022](#) on the remit of the Ministry of Education and Literacy. The minister of education and literacy oversees the implementation and monitoring of the government's national education and literacy policy.

The minister, in liaison with the other relevant ministerial departments, is in charge of initiating and overseeing the following actions:

I - Education

- Planning, implementing and assessing educational strategies and programmes in the fields of primary and general secondary education, in particular the age 6 to 16 Mandatory Schooling Programme;
- Administrative and educational management of public and private primary and general secondary schools;

- Organising school and educational examinations and contests;
- Promoting the use of new technologies in education and training, in cooperation with the minister in charge of ICTs;
- Design, development, production and distribution of documents, manuals and other teaching materials;
- Supervising private education at the primary and secondary levels;
- Defining, drawing up and monitoring a regulatory framework for the development of primary and general secondary education;
- Assisting local authorities in monitoring and controlling the setting up of primary and general secondary schools;
- Integrating HIV/AIDS information and education from the first cycle [of secondary school] onwards;
- Rehabilitating and rebuilding educational infrastructure;
- Upgrading schooling throughout the country;
- Developing and implementing a national guidance policy for pupils from primary school onwards;
- Supervising private primary and general secondary schools;
- Monitoring the organisation and operation of primary and general secondary schools;
- Developing, testing and promoting teaching curricula in the national languages;
- Encouraging the enrolment of girls in school.

II - Literacy

- Literacy and lifelong learning for adults;
- Achieving the objectives of the Education For All policy;
- Developing non-formal education;
- Setting up programmes and mechanisms to help the target populations acquire the basic knowledge and skills in the functional literacy needed for their economic, social and cultural development;
- Improving the target population's level of education through appropriate literacy programmes;
- Design, implementation and coordination of literacy programmes;
- Raising public awareness on the importance of literacy;
- Promoting literacy/job matching;
- Providing support for long-term sustainability and improvement of post-literacy learning;
- Facilitating target populations' access to functional literacy programmes;
- Promoting literacy in the national languages.

2.2 The Ministry of Technical Education, Vocational Training and Apprenticeship (METFPA):

- The Ministry of Technical Education and Vocational Training is responsible for drawing up and implementing the state's General Policy on Technical Education and Vocational Training to train young people and adults in line with the real and evolving needs of the economy, enabling them to contribute effectively to the socioeconomic development of the family, the region and the nation.

- As part of its remit, the Ministry of Technical Education and Vocational Training is in charge of:

- Developing technical education and basic vocational training for young people, particularly women and people with disabilities, in the skills required by emerging sectors, whether modern or traditional, with improved professional mobility at regional, national and local level;

- Providing individuals outside the school system with development opportunities and/or vocational training leading to qualifications, apprenticeships in basic trades and entrepreneurship, to improve their employability and facilitate their integration within the world of work;

- Defining, developing and implementing education and training programmes with the active participation of professionals to meet the needs of local growth sectors.

In addition, the Ministry is in charge of the direct supervision of public and private training centres falling within its remit, as well as bodies under its supervision or associated with it and whose purpose is related to technical education and vocational training.

2.3 The Ministry of Culture, Arts and Entertainment Industries (MCIAS):

The Ministry of Culture, Arts and Entertainment Industries is in charge of implementing and monitoring the government's policy on arts and culture. It initiates and oversees the following actions:

In the field of culture, the Ministry is in charge of:

- Promoting literary and artistic creation, popular arts and traditions;
- Facilitating, coordinating and disseminating cultural activities;
- Preserving and showcasing the national cultural heritage;
- Protecting intellectual and artistic works;
- Overseeing international exchanges in the field of culture;
- Promoting national languages;
- Training in the field of arts and cultural activities;
- Participating in the promotion of national artists abroad;
- Participating in strengthening national unity and regional integration through cultural activities.

In terms of the Francophone world, the Ministry of Culture and Francophonie represents Côte d'Ivoire in Francophonie bodies in liaison with the Ministry of Foreign Affairs:

- Organising Côte d'Ivoire's participation in the various Francophonie bodies;
- Follow-up of actions undertaken in the field of Francophonie, both by institutions and natural or legal persons.

2.4 The Ministry of Sport (MS):

The main task assigned to the Ministry of Sport is to implement and monitor the government's sports policy. This responsibility encompasses the promotion of elite sport, grassroots sport and sport for all, focusing on the supervision of federal life and the democratisation and dissemination of physical and sporting activities.

The mission of this Ministry is to improve quality of life, such as the health and well-being of the population, while promoting the creation of employment opportunities for young people through the effective professionalisation of the sector. The aim is also to raise Côte d'Ivoire's international profile through its participation in international competitions.

2.5 The Ministry of Employment and Social Protection (MEPS):

The Ministry of Employment and Social Protection (MEPS) was created pursuant to Decree No. 2016-506 of 13 July 2016 and is responsible for employment, labour and social action in Côte d'Ivoire. The key tasks of the MEPS are to monitor the government's policy on employment, labour and social protection in Côte d'Ivoire. The Ministry's responsibilities include:

- Drawing up and reviewing general employment policy;
- Drawing up strategies for promoting employment and combating unemployment, in collaboration with the public and private bodies working in the field of training and employment;
- Coordinating their implementation and assessing them;
- Designing and supervising national social protection policy.

2.6 The Ministry of Higher Education and Scientific Research (MESRS):

The MESRS's mission includes drawing up, implementing, monitoring and assessing the state's higher education and research policy. Decree no. 2012-004/PR of 29 February 2012, on the responsibilities of the ministers of state and ministers, sets out the missions and scope of higher education and research. The MESRS is tasked with drawing up, implementing, monitoring and assessing the state's higher education and research policy. Its aims are:

- Defining, assessing, controlling and monitoring teaching programmes and their implementation in public and private schools and training centres for general and technical higher education;

- Defining higher education pathways, conditions of access and progression within these pathways, the types of qualifications and the conditions under which they are awarded;

- Developing and implementing a vocational and teacher training programme along with teaching methodologies;

- Monitoring and coordinating vocational training activities;

- Developing educational research and teaching methods;

- Promoting research and development;

- Setting the conditions for awarding, renewing, suspending, reinstating and withdrawing university grants and subsidies.

The organisation of a system is dictated by a series of texts (constitution, laws, decrees, orders, circulars) and is based on principles. The Ministry's current organisation is defined by Decree N°2018-960 of 18 December 2018 amending Decree N°2017-150 of 1 March 2017.

The challenges facing the system

The education and training sector in general is faced with a number of challenges inherent to the need for the education system to adapt to changes within society. The diagnostic analysis resulting from the Report on the State of the National Education System (RESEN) and the requirements of the International Agenda set out the steps to be taken by the system. Diagnostic analysis of the system / state of play. The challenges facing the education system in Côte d'Ivoire can be summed up in terms of:

- Access and equity; quality, internal effectiveness; relevance, i.e. the external effectiveness of the system; management, governance and steering of the education system.

- Regarding access and equity, the diagnostic analysis conducted as part of the 2015 RESEN notes that school coverage remains low: at pre-school level, less than one child in 10 has access to this level of education (inadequate educational infrastructure); DESPS statistics, 2019-2020: 14,248 children were unable to access CP1 [first year of primary school] compared with 20,654 in 2018-2019. Reasons: insufficient capacity = 85%, children too old = 15%;

- At primary school level, only 4 out of 10 children entering CP1 complete the cycle;

- At upper secondary education level, only 13 out of 100 pupils complete the cycle;

- According to a 2014 study by UNICEF, a little over a quarter of 6-year-olds (more than one million children) were out of school.

In terms of quality or internal efficiency, the report notes that the country's education system has been characterised by:

- A very high failure rate for several decades;

- A drop in the performance of the country's pupils compared to those in the sub-region, in terms of educational outcomes (national and international ratings show a low level of knowledge building in reading, writing and mathematics);

- An insufficient length of schooling – 7 years on average, compared with 8.1 years in the sub-region and 16 years in developed countries;

- The average number of hours a week per teacher is low: 14.2 hours compared with 21 hours in the first cycle [lower secondary] and 11.6 hours compared with 18 hours in the second cycle [upper secondary], (limited learning time (625) hours per year in primary);

- The shortage of teaching staff;

- The lack of qualified staff to monitor and supervise teachers.

As regards external relevance or effectiveness, the main finding is the mismatch with the job market.

- Inadequate curricula;

- Skills training not aligned with the job market;

- Labour market inadequacy.

The statistical data for 2021-2022, as per the Pocket Statistical Yearbook, is as follows:

Table 1: Education statistics

1. Pre-school education	2. Primary education	3. Islamic education structures	4. Literacy centre
• 3,647 schools • 8,449 classrooms • 257,633 pupils • 10,716 teachers	• 19,132 schools • 102,937 classrooms • 4,252,503 pupils • 101,670 teachers	• 3,983 structures • 276,572 pupils • 12,201 teachers	• 2,519 centres • 58,639 pupils • 2,519 facilitators
5. CAFOP (teacher training centres)	6. General secondary education		7. Technical secondary education
• 16 CAFOP • 167 classrooms • 11,650 pupils • 882 teachers	• 3,026 schools • 49,576 classrooms • 2,391,410 pupils • 79,387 teachers		• 392 schools • 4,864 classrooms • 65,984 pupils • 8,215 teachers

Sources: Research, Strategy, Planning and Statistics Department (DESPS) Website: www.men-dpes.org

Public opinion, media coverage of education and the professional status of teachers

The general public and the authorities have always held the education sector in high esteem. School is seen as a means of learning, education and professional integration in Côte d'Ivoire. In the years immediately following independence, the state rightly devoted close to 43% of its budget to the education/training sector.

Education and training, considered spearheads of development policy, have been at the root of major investments in terms of infrastructure, teaching materials and teacher training, etcetera. In recent years, however, public opinion on the education system has been mixed, given the many difficulties facing the sector: graduate unemployment, cuts in teacher recruitment (especially at primary level), demotivation of the teaching workforce, lack of attractiveness of the profession, poor school results, violence in schools and the list goes on.

These realities, which have received a great deal of media coverage in an effort to raise public awareness, have made the headlines in a number of local and international media outlets. Ivorian journalist André Silver Konan already sounded the alarm in an op-ed piece published in the monthly political and current affairs magazine *Jeune Afrique* on 28 March 2019, under the heading "Ivorian schools need to go back to the drawing board" ("L'école ivoirienne doit revoir sa copie").

He pointed to the disruptive strikes as one of the failings of the system: "To put an end to the teachers' strike and improve the school system, a far-reaching, bold and consensual diagnosis must be made, with the participation of all education actors. The government must lead by example and restore ethics to the education system".

Similarly, Bukassa Daniel, in a column published on 14 May 2021 ("Côte d'Ivoire's schools are going from bad to worse" – "L'école ivoirienne va de mal en pis") highlights Côte d'Ivoire's ranking in the latest Programme for the Analysis of Education Systems (PASEC) report by the Conference of Ministers of Education of French-speaking States and Governments (CONFEMEN): "The education system in Côte d'Ivoire ranks second to last in French-speaking Africa. Although sad and even shameful, this news has given rise to totally contradictory reactions among our populations. The problems facing Côte d'Ivoire's education system are not new: indeed, if we look back to the 1990s, we see the same shortcomings that our children, brothers, sisters, nephews and nieces are facing today in 2021, more than 30 years later. These shortcomings include inadequate school facilities, and a lack of maintenance and monitoring of school infrastructure in the few schools that are fortunate enough to have any. Other problems include overcrowding in classrooms and the sometimes mediocre standard of teaching staff, all of which dashes any hope of young people receiving a proper education".

Bribery and corruption are also part of the failings of the education system. François M'Bra, in an article published online on *Africa blogging* on 9 July 2021, entitled, "Côte d'Ivoire: Fraud and corruption, the evils that are killing schools", speaks of this phenomenon in the following terms: "Schools in Côte d'Ivoire are hard hit by fraud and corruption. These problems undermining the Ivorian education system can be felt at many different levels. From teacher recruitment exams to end-of-year exams and the posting of civil servants, these issues are rife and ongoing, with all the consequences they have on people's daily lives".

Similarly, the online daily Abidjan.Net, in its issue of Monday 31 January 2022, takes a look at Côte d'Ivoire's school system in an article entitled "Les maux qui minent l'école ivoirienne décriés à la 120 ème conférence épiscopale" (The ills undermining the Ivorian school system denounced at the 120th bishops' conference). At the close of the 120th Catholic bishops' conference held in Gagnoa on Sunday 30 January 2022, the bishops, government representatives and founding members of schools spoke of the issues undermining Ivorian schools and the solutions to be found.

"Ivorian schools are struggling and have lost their appeal," said the prelate, denouncing the falling standards of pupils and students, due in particular to the presence of bars, open-air eateries or *maquis* and sometimes smoking rooms in the vicinity of schools. The bishops' spokesman, Mgr. Jean-Jacques Ahiwa Assanvo, auxiliary bishop of Bouaké, said at the solemn closing Mass at Sainte Anne's Cathedral in Gagnoa: "How, in such a context of loss of values, can we shape an integral man capable of meeting the challenges of true development in the country?"

The sad reality facing Ivorian schools has also had repercussions on the teaching profession, to the extent that it has lost its former prestige. Indeed, some thirty years ago, many pupils dreamt of becoming teachers, as they constituted the middle class, with enviable living and working conditions that were highly valued by society at large. Today, people no longer choose teaching as a vocation but, rather, out of necessity, while waiting to find a better job that offers better prospects in terms of pay, working conditions, career, social representation – in short, everything that the profession has lost.

The Ivorian authorities have not stood idly by but, despite the efforts undertaken, there are still many problems undermining the education system. In a bid to find lasting solutions to this school crisis, the Assembly on Education and Literacy (EGENA) was launched on 19 July 2021. The general aim of this initiative was to "jointly construct a sustainable social pact in favour of an Ivorian school system centred on ensuring the success of its pupils. In other words, they aimed to produce sustainable, consensual and contextual solutions to the challenges facing education. This work was carried out using an inclusive and participatory approach, and gave rise to discussions and consultations involving political, social and technical actors throughout the country". The EGENA provided an opportunity to take stock of Côte d'Ivoire's education system, to identify the challenges it faces and propose strategies to remedy the problems affecting it.

On the official Ivorian government portal, on 3 May 2023, the spokesperson stated: "The recommendations of the Assembly on Education and Literacy (EGENA), translated into 42 reforms to be implemented over the next ten years at an estimated cost of CFA 866 billion, were adopted by the government in the Council of Ministers on Wednesday 3 May 2023 in Abidjan". He indicated that the work done by the Assembly had given rise to the identification of four priorities. That is:

- "Improving basic learning skills;
- Making education programmes more relevant and improving teaching quality;
- Reforming the teaching profession and expanding and supervising non-formal education provision, and finally;
- Developing digital technology in the education sector".

Assessment processes within Côte d'Ivoire's education system

Most developing countries use examinations to make decisions about certification, selection and promotion. Yet few countries take stock of learning outcomes when evaluating and improving the effectiveness of their education systems. To remedy these shortcomings and to provide those in charge of education with factual data to help steer the education system in terms of the quality of teaching, Decree No. 2011-427 of 30 November 2011 on the organisation of the Ministry of Education set up the Programme Monitoring and Oversight Service, which, under the new Decree No. 2014-678 of 5 November 2014, was renamed the Programme Monitoring and Oversight Directorate (DVSP).

General information on assessment

According to the Programme Implementation Guidelines issued by the Department of Pedagogy and Continuous Education (DPFC) of the Ministry of Education (MENA), which are distributed to teachers through the educational centres, formative assessment can be defined as the systematic process of determining the extent to which educational skills are acquired by pupils.

Assessment therefore forms an integral part of the learning process and skills development. Its purpose is to support learning and to provide information on the progress of one or more skills. It must be objective, reliable and relevant. It should promote pupils' independence and their ability to learn and prepare them to assume a role in society.

4.1 Aims of assessment

The aims of assessment can be summarised as follows:

- Assessing the situation in relation to given objectives;
- Regulating, readjusting, adapting, improving, informing, guiding, assisting;
- Remedying, certifying, guiding and selecting;
- Valuing, motivating, reinforcing, stimulating, encouraging.

4.2 Assessment stages

- Pre-learning/training;
- During learning/training;
- Post-learning/training.

4.3 Types of assessment

4.3.1 Formative assessment

This type of assessment is used to support learning. As a rule, it takes place at the end of each learning task and its purpose is to provide information on the degree of knowledge/skill achieved and/or to establish where, and in what way, pupils are experiencing learning difficulties not sanctioned as errors, with a view to proposing or helping pupils discover strategies likely to enable them to progress (remedial measures).

Teaching and learning are not considered in sequence, as distinct moments in the pedagogical process but, rather, in terms of their dynamic interaction within this process. Assessment is seen as an integral part of the learning process. Its main purpose is not to sanction success or failure but to support the pupils' learning process and guide or redirect the teacher's pedagogical actions. It enables decisions to be made about the teacher's conduct and the pupil's learning process.

Formative assessment is part of a constructive approach to learning and is similar to a tutoring process. It represents all the forms of formative assessment proposed during a learning sequence that are aimed at providing feedback, both to the learner and to the teacher, on learning progress and the learning process, by providing relevant information for regulating the learning conditions and adapting and adjusting the teaching activities to the student's characteristics. Such assessment is therefore beneficial:

- **To the learners:** informing them of the stages they have completed, the difficulties they are encountering, their achievements, shortcomings, strengths and weaknesses, and the knowledge they need to fine tune to help them identify, understand, interpret and correct their mistakes.

- **To the teachers:** informing them of how their teaching programme is progressing and what obstacles they are encountering, enabling them to check the understanding of the concepts they have just covered. To find out what the learners have understood or acquired, what they are struggling with, how they are learning, what helps or hinders them, what stirs or fails to stir their interest, etc.

4.3.2 Summative assessment/certifying assessment

This type of assessment is carried out at the end of a set of learning tasks constituting a whole, at the end of a teaching programme or at the end of a cycle. It helps teachers take stock of what has been learnt (where does the pupil stand?) or to decide on a course of study or selection on the basis of what has been learnt.

"Summative assessments award a score to a performance deemed to be representative of the learning outcome, for the purpose of ranking or selecting pupils. In theory, therefore, the procedure no longer serves any pedagogical purpose, but responds, rather, to administrative, institutional and social requirements". The summative assessment looks at results and products, which are assessed using a reference framework drawn up beforehand, in response to a request to check and/or monitor the pupil's progress.

This type of assessment helps the teacher to ensure that a pupil's work meets the prerequisites set by the teacher and the syllabus. It allows the pupil's performance to be measured against a preestablished standard. Certifying assessment is an assessment aimed at awarding a diploma or certificate attesting to the learner's abilities and skills.

4.4 Assessment tools

The implementation of an assessment in either of these two major systems is only possible through the use of tools or instruments.

4.4.1 Objective tests (questions with selected answers) → Summative assessment

These are items or subjects for exercises, written tests and homework, the wording of which contains the answers to the questions asked/instructions given. These so-called objective tests have unambiguous answers which are generally not open to discussion or elaboration.

- Multiple-choice questions or MCQ (one correct answer to choose from three or four);
- Classification (thematic grouping or classification / chronological organisation to be established based on an unordered proposition);
- Matching (Establishing a correspondence / Associating data in pairs and sometimes triples);
- Alternatives (Item requiring a clear-cut answer between two possible propositions: yes/no; true/false).

4.4.2 Subjective tests → Formative assessment

These are items or subjects for exercises, written tests, homework and examinations, the answers to which are not known in advance. Here the answers are the subject of a construction activity. There are three main types of subjective tests:

- The short answer question (short question / short answer);
- The short development question;
- The developed response question.

Objective and subjective tests are tools that can be used to carry out formative and summative assessments.

Findings of teacher survey on formative assessment

Table 2: Survey results

Intended Learning Outcome					
Implementation of FA practices	**Highly confident**	**Quite confident**	**Somewhat confident**	**Mildly confident**	**Not at all confident**
Learning goal	0.0%	0.0%	26.7%	30.0%	43.3%
Reminder for pupils	0.0%	10.0%	26.7%	30.0%	33.3%
Child-friendly language	0.0%	0.0%	13.3%	26.7%	60.0%
Success criteria	0.0%	6.7%	20.0%	33.3%	40.0%
Use of learning goals	0.0%	16.7%	30.0%	33.3%	20.0%
Integration of FA practices in the classroom	**Integrated**	**Established**	**Emerging**	**Sporadic**	**Never**
Learning goal	0.0%	6.7%	10.0%	56.6%	26.7%
Reminder for pupils	0.0%	10.0%	13.3%	60.0%	16.7%
Child-friendly language	3.3%	3.3%	13.3%	46.7%	33.4%
Success criteria	13.3%	3.3%	13.3%	43.4%	26.7%
Use of learning goals	0.0%	20.0%	13.3%	53.4%	13.3%
Classroom Q&A discussion					
Implementation of FA practices	**Highly confident**	**Quite confident**	**Somewhat confident**	**Mildly confident**	**Not at all confident**
Learning goal	6.7%	0.0%	23.3%	30.0%	40.0%
Reminder for pupils	0.0%	6.7%	10.0%	33.3%	50.0%
Child-friendly language	10.0%	30.0%	20.0%	16.7%	23.3%
Success criteria	13.3%	3.3%	16.7%	26.7%	40.0%
Use of learning goals	0.0%	0.0%	40.0%	30.0%	30.0%
Integration of FA practices in the classroom	**Integrated**	**Established**	**Emerging**	**Sporadic**	**Never**
Learning goal	6.7%	0.0%	23.3%	30.0%	40.0%
Reminder for pupils	0.0%	6.7%	10.0%	33.3%	50.0%
Child-friendly language	10.0%	30.0%	20.0%	16.7%	23.3%
Success criteria	10.0%	3.3%	26.7%	26.7%	33.3%
Use of learning goals	0.0%	6.7%	33.3%	36.7%	23.3%

Feedback					
Implementation of FA practices	**Highly confident**	**Quite confident**	**Somewhat confident**	**Mildly confident**	**Not at all confident**
Learning goal	0.0%	0.0%	33.3%	33.3%	33.3%
Reminder for pupils	0.0%	0.0%	6.7%	33.3%	60.0%
Child-friendly language	3.3%	10.0%	23.3%	30.0%	33.3%
Success criteria	10.0%	3.3%	16.7%	30.0%	40.0%
Use of learning goals	0.0%	0.0%	20.0%	40.0%	40.0%
Integration of FA practices in the classroom	**Integrated**	**Established**	**Emerging**	**Sporadic**	**Never**
Learning goal	0.0%	6.7%	26.7%	36.6%	30.0%
Reminder for pupils	0.0%	3.3%	3.3%	36.7%	56.7%
Child-friendly language	3.3%	6.7%	40.0%	16.7%	33.3%
Success criteria	10.0%	0.0%	16.7%	30.0%	43.3%
Use of learning goals	0.0%	6.6%	26.7%	40.0%	26.7%
Peer and self-assessment					
Implementation of FA practices	**Highly confident**	**Quite confident**	**Somewhat confident**	**Mildly confident**	**Not at all confident**
Learning goal	16.7%	23.3%	23.3%	23.3%	13.4%
Reminder for pupils	0.0%	0.0%	10.0%	43.3%	46.7%
Child-friendly language	0.0%	3.3%	36.7%	23.3%	36.7%
Success criteria	10.0%	3.3%	23.4%	33.3%	30.0%
Use of learning goals	16.7%	10.0%	20.0%	26.7%	26.7%
Integration of FA practices in the classroom	**Integrated**	**Established**	**Emerging**	**Sporadic**	**Never**
Learning goal	20.0%	16.7%	26.7%	30.0%	6.6%
Reminder for pupils	3.3%	0.0%	16.7%	33.3%	46.7%
Child-friendly language	0.0%	10.0%	20.0%	33.3%	36.7%
Success criteria	10.0%	3.3%	30.0%	23.3%	33.3%
Use of learning goals	23.3%	10.0%	16.7%	26.7%	23.3%

Assessing the obstacles to formative assessment integration in the classroom						
	Very significant obstacle	**Fairly significant obstacle**	**Moderate obstacle**	**Slight obstacle**	**No obstacle**	**No experience**
Assessment policy with emphasis on marking and assessment	10.0%	6.6%	26.7%	20.0%	26.7%	10.0%
Lack of professional development	3.3%	6.7%	6.7%	23.3%	36.7%	23.3%
Teaching guided and motivated by large-scale tests	20.0%	23.3%	10.0%	16.7%	16.7%	13.3%
Adoption of selective formative assessment practices	6.7%	16.7%	23.3%	16.7%	13.3%	23.3%
Access to digital technology	6.7%	16.7%	10.0%	10.0%	3.3%	53.3%
Part 2: Previous professional development experience and quality of learning						
	Very good	**Fairly good**	**Average**	**Somewhat**	**Not at all**	
Linked to personal priorities	0.0%	0.0%	10.0%	60.0%	30.0%	
Differentiated to include personal experiences	3.3%	23.3%	23.3%	43.4%	6.7%	
Content useful and relevant to professional development priorities	3.3%	13.3%	23.3%	33.4%	26.7%	
Collaborative professional research and learning	6.7%	16.7%	3.3%	50.0%	23.3%	
Provision of funds, time and specialist resources	26.7%	10.0%	33.3%	16.7%	13.3%	
Support from the head teacher	10.0%	23.3%	23.3%	26.7%	16.7%	

Brief description of how the project supported the learning goals

This project has helped improve formative assessment practices and to share and learn from other experiences with colleagues. It has also helped to create a climate of trust between the pupils themselves as well as between pupils and teachers.

Through group activities and capacity-building for teachers, this project will certainly raise the standard of pupils and improve academic outcomes in schools.

Number of years in teaching	
1 year	0
2 years	0
3 years	0
4 years	2
5 years	3
6 years	1
7 years	3
8 years	7
9 years	2
10 years	0
11 years	0
12 years	1
13 years	2
14 years	0
15 years	1
16 years	2
17 years	0
18 years	1
19 years	2
20 years	0
21 years	0
22 years	0
23 years	0
24 years	0
25 years	1
26 years	0
27 years	0
28 years	0
29 years	1
30 years	0

Education level	
Level	Percentage
Primary 1	13.3%
Primary 1	30.0%
Primary 1	16.7%
Primary 1	13.3%
Primary 1	10.0%
Primary 1	16.7%
Number of pupils per classroom	
Number of pupils	Percentage
15 or less	0.0%
16-20 pupils	0.0%
21-30 pupils	0.0%
31-40 pupils	0.0%
41-50 pupils	13.3%
51-60 pupils	36.7%
Over 60 pupils	50.0%
School setting	
Setting	Percentage
Urban	66.7%
Semi-urban	33.3%
Classroom access to digital technology	
Connection type	Percentage
Constant Wifi connection and reliable device for each pupil	0.0%
Constant Wifi connection and several reliable devices	0.0%
Wifi connection and a few devices	0.0%
Intermittent Wifi connection and some unreliable devices	0.0%
No Wifi connection	100.0%

| Came to know about formative assessment through:	
Experience	Percentage
Teacher training courses	76.7%
Vocational training initiatives	60.0%
Classroom experiences	30.0%
Self-learning	33.3%
Conversations with other teachers	33.3%
Conversations with administrative staff	16.7%
Other	16.7%

Part 2: Case Study

Description of the design and implementation of the learning circles

6.1 Project organisation

The teacher-led learning circle project was designed by Education International in association with a team of international experts who defined the framework for the seven (7) countries participating in this pilot project. To ensure the success of the project, Côte d'Ivoire has put in place an organisational framework based on the following organisation chart:

Table 3: Côte d'Ivoire project team organisation chart
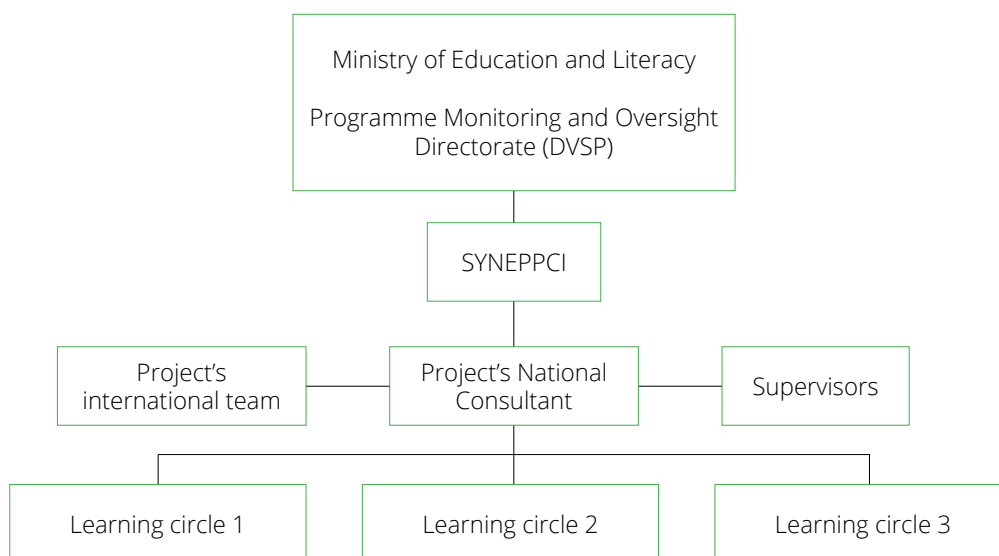
Source: Our study

- **The Ministry of Education and Literacy (MENA)**, through the Programme Monitoring and Oversight Directorate (DVSP), supervised all the activities. The director has taken part in a number of activities and has always encouraged teachers by providing them with support of the supervisory authority and regularly reminding them of the Ministry's expectations.

Photo no. 1: Speech by the monitoring director during a learning circle activity

Source: Our study

The **SYNEPPCI** (National Union of Public Primary School Teachers of Côte d'Ivoire), an EI affiliate, supervised the work and selected the schools and teachers with the consultant, based on the international team's guidelines.

- The international team coached the national consultant and supervisors and trained them on the project guidelines and how the tools should be used for each activity;

- The national consultant was tasked with ensuring that the international team's guidelines were followed, implementing the project, motivating participants, ensuring that the timetable was adhered to, drafting activity reports and forwarding the documents requested to the international team;

- The supervisors: Six (6) supervisors, two per school, whose role was to train the teachers taking part in the learning circles in the schools, to organise work sessions in the schools and to monitor the day-to-day application of the tools in the classroom.

- The learning circles: In accordance with EI's instructions, three (3) learning circles have been set up in Côte d'Ivoire, as in the six (6) other countries. Each circle comprised ten (10) teachers, making a total of thirty (30) teachers. The supervisors and teachers were regularly visited by the national consultant and/or union officials and staff from the union's training institute.

Photo no. 2: Learning circle of the Doudou Sarr school group, in Anyama

Source: Our study

Photo no. 3: Learning circle of the CHATEAU school group, in Adjamé

Source: Our study

Photo no. 4: Learning circle of the Deux-Plateaux Nord school group

Source: Our study

6.2 Implementation process

The implementation of this project in Côte d'Ivoire was carried out based on a schedule developed by SYNEPPCI and a consultant. The schedule was subsequently endorsed by the international team and the Ministry of Education. It is as follows:

Table 4: Schedule of activities

Schedule of school groupactivities		
Month	Activities	Dates
Month 1	Workshop: Session 1	Wednesday 19/10/2022
Month 2	Workshop: Session 2	Wednesday 09/11/2022
Month 2	Tutorial	Wednesday 23/11/2022
Month 3	Network activity	Wednesday 14/12/2022
Month 4	Workshop: Session 3	Wednesday 11/01/2023
Month 4	Tutorial	Wednesday 23/01/2023
Month 5	Workshop: Session 4	Wednesday 08/02/2023
Month 6	Network activity	Wednesday 08/03/2023
Month 7	Workshop: Session 5	Wednesday 22/03/2023
Month 8	Workshop: Session 6	Wednesday 05/04/2023

Month 9	Tutorial	Wednesday 26/04/2023
Month 10	Workshop: Session 7	Wednesday 10/05/2023

Source: Our study

The activities were planned for Wednesdays only, because this is the only day when primary school teachers work half a day in Côte d'Ivoire. It was therefore easier to mobilise them for the whole day than on other days.

The endorsement of this schedule by the Ministry enabled the supervisory body to monitor the teachers' activities during the project and to justify their absences from their respective schools without any prejudice to them.

Lastly, this schedule was drawn up taking into account the school calendar and, above all, the large-scale exams, which mobilise a large number of teachers for both supervision and marking. It was essential not to encroach on the end-of-year exam timetable so that the Ministry would agree to the participation of teachers in this project. The implementation process involved the following stages:

- Selection of a consultant and scoping meeting; selection of school groups for the project; drafting and sending letters to the Ministry of Education;
- Selection of facilitators, leaders and teachers;
- Distribution of guides, documents and training of participants on the guides and creation of a WhatsApp group; project implementation.
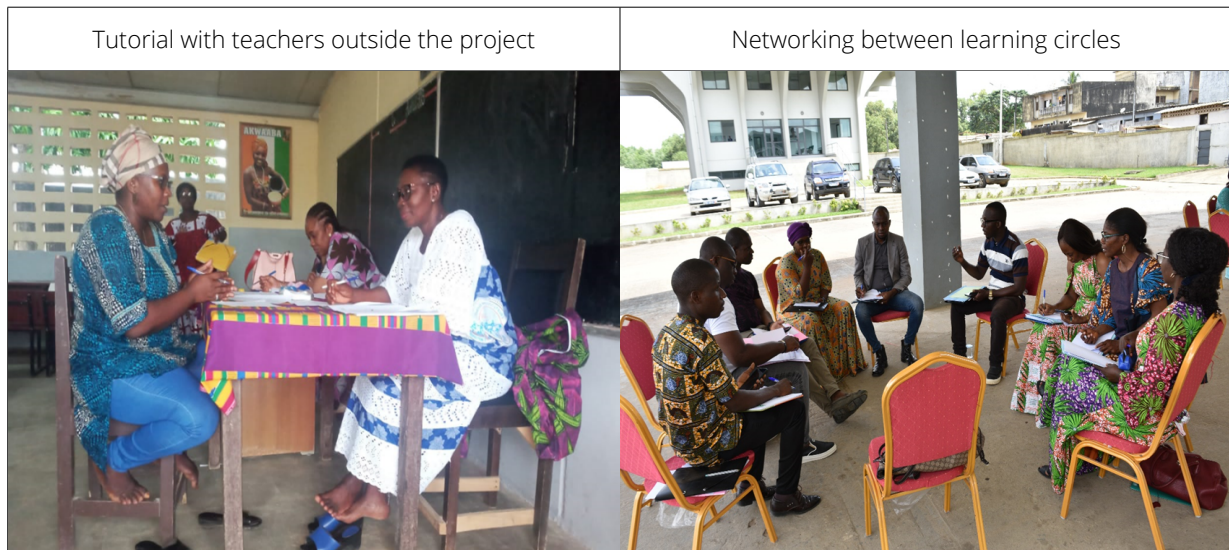
6.3 Activities undertaken

Several activities were carried out during the teacher-led learning circle project. These included:

Photo no. 5: Materials, training and the use of tools

Material distribution and training	Using the tools

Photo no. 6: Tutorial and networking

Tutorial with teachers outside the project	Networking between learning circles

Analysis of data from the learning circles

7.1 Action plan, portfolio, reflections and vignettes created by teachers

The learning circle project in Côte d'Ivoire has enabled participants to define action plans, create vignettes, reflect on different types of assessment and draw up portfolios, which are evidence of all the activities carried out during the year. Here are a few examples of the vignettes and reflections on formative assessment:

VIGNETTE NO. 1

Mrs KOUA.

My name is KOUA née Bénédicte Simuatou. I'm a member of the Cocody Deux-Plateaux learning circle, where I'm a teacher. Last year, I started to develop peer assessment strategies. I tried a few simple approaches in my class. Firstly, I asked the pupils to do a maths test. Then I asked them to complete the same task in pairs. They corrected the work using the multiplication technique I gave them.

I was hoping they would discuss the reasons why they had made mistakes, but they didn't have much to say. I asked the pupils to write a short story about a woman and a cat. I gave the pupils a marking scheme which included criteria such as descriptive language and characterisation. In some cases, the pupils responded well and in others not so well.

After joining the learning circle, I planned my project to further develop peer review strategies. I asked two of my colleagues to work with me to try it out. We agreed on similar approaches with different learning tasks. Monique would focus on maths, Alice on drawing fruit and I on poetry.

Our approach would be to ask the pupils to assess each other's work and then discuss the task. We continued to meet monthly. We also agreed that each of us would take notes on how the pupils reacted and how the quality of their work improved. We learned a lot about the teaching of learning through this project. We feel that peer assessment is now firmly established in the school.

Colleagues who have not been directly involved in the project have shown an interest in what we have done. We plan to organise a seminar for all staff to share what we have developed. We would like the Ministry to find a time slot for training all teachers on this project, as it helps to raise the level of the pupils.

> I will strive to continue training the teachers around me so that the country has a large number of quality teaching professionals.

VIGNETTE NO. 2

My name is Alice KALOU.

I have been teaching at the Deux-Plateaux Nord 1 state primary school since 2009. I am part of the Cocody Deux-Plateaux School Group learning circle. Before joining the learning circle, the formative assessment strategies I used were as follows:

- Individual work strategy;
- Group work.

I must admit that this didn't make my professional practice particularly effective. After joining the learning circle, I put a lot more emphasis on the group work strategy. The aim of this strategy is for participants to explain the skills in pairs, developing their own criteria for success. Example: improved reading and environmental awareness activities.

I believe that peer assessment is now firmly rooted in my teaching practice and I intend to share my experience of the learning circle on formative assessment with all the staff at my school in the coming school year 2023-2024.

Recommendations:

- Provide IT Tools;
- Distribute more documents on formative assessment for the participants.

Testimonial 1

"Before I joined the learning circle, the assessment strategies I used were individual work and group work. Admittedly, this made my professional practice not too effective. After joining the learning circle, I put a lot more emphasis on the group strategy. The aim of this strategy is for participants to explain their skills in pairs, developing their own criteria for success. Example: Improved reading and environmental awareness activities.

I believe that peer assessment is now firmly rooted in my teaching practice and I intend to share my experience of the learning circle on formative assessment with all the staff at my school in the coming school year 2023-2024".

Testimonial 2

"I have been teaching for around thirty years and have always used normative assessment in the classroom. It's about individual and group work. This approach has shown that pupils have many difficulties, especially in reading.

This year, since 19 October, when I joined the learning circle, we have learnt a lot through the training sessions on formative assessment. I planned my project, then worked with the whole CP2 (primary year 2) class, I myself being in CP1. We shared our experiences to ensure that pupils are well trained in reading. During our meetings, we carry out various activities: setting the objectives; defining the skills to be developed; discussing the learning tasks; asking the pupils to assess each other's work.

We have continued to exchange ideas and discuss new methods. Our meetings are always fraternal and we have learned a lot from this project. I went on to work with colleagues from other levels, who also appreciated the project and want to be involved in it next year so that all the staff are trained to the same level for the benefit of the pupils".

7.2 Pre/post teacher survey on codification questions for teachers

Surveys conducted among teachers participating in learning circles in Côte d'Ivoire have produced a range of relevant data on the working conditions of primary school teachers. These findings can be broken down into three (3) specific areas: (1) teachers' characteristics in relation to formative assessment, (2) teachers' experience of formative assessment prior to the project and (3) teachers' experience of formative assessment after the project.

7.2.1 Characteristics of teachers participating in learning circles

Not all state primary schools in Côte d'Ivoire have an Internet connection. Most of these schools still have problems with desks, fencing, toilets, qualified teachers for all classes, overcrowded classrooms and so on. Despite the efforts made by the authorities, serious problems persist, so much so that issues such as computers and the Internet do not seem to be a priority.

Over 86% of the teachers involved in the learning circles are in urban areas, in line with the recommendations of Education International (EI). On this basis, two schools (Chateau in Adjamé and Deux-Plateaux Nord in Cocody) are in urban areas and only one is in a semi-urban area (Doudou Sarr in Anyama).

Table 5: Classes taught by learning circle participants in Côte d'Ivoire

	Absolute Value (AV)	Relative Value (RV)
Primary 1	4	13.33%
Primary 2	8	26.67%
Primary 3	6	20%
Primary 4	5	16.67%
Primary 5	3	10%
Primary 6	6	20%

Source: Data compiled by the international team

Most teachers (26.67%) teach Primary 2, commonly known as the 2nd year preparatory class (CP2), followed by Primary 3 (20%), 1st year elementary class (CE1) and finally Primary 4 (16.67%), 1st year intermediate class. The rest of the staff are spread across the other levels of education.

Table 6: Number of pupils per classroom

	Absolute Value (AV)	Relative Value (RV)
Less than 15 pupils	0	13.33%
16 to 20 pupils	0	26.67%
21 to 30 pupils	0	20%
31 to 40 pupils	0	16.67%
41 to 50 pupils	4	13.33%
41 to 50 pupils	11	36.67%
Over 60 pupils	15	50%

Source: Data compiled by the international team

Overcrowding is a reality in state primary schools in Côte d'Ivoire. In fact, 50% of the teachers report having more than 60 pupils in their class. It is common to find classes with more than 100 pupils per classroom, especially in urban areas where there is very high population density.

Table 7: How teachers found out about formative assessment

	Absolute Value (AV)	Relative Value (RV)
Teacher training courses	23	76.67%
Vocational training initiatives	18	60%
Classroom experiences	9	30%
Self-learning	10	33.33%
Conversations with other teachers	11	36.67%
Conversations with administrative staff	6	20%
Other (please specify)	5	16.67%

Source: Data compiled by the international team

Teachers found out about formative assessment in a variety of ways: 76.67% mentioned training courses attended, 60% said it was through vocational training initiatives, over 36% referred to conversations with other teachers, while just over 33% mentioned self-learning. Classroom experience was mentioned by 30% of teachers, while only 20% quoted conversations with administrative staff.

7.2.2 Teachers' views on formative assessment prior to the project

Survey data was collected at the beginning of the learning circles with the use of questionnaires. Furthermore, teacher reflections, portfolios and observations data were also collected during the learning circles sessions from 2022 to early 2024. Surveys were also conducted at the end of the learning circles.

Table 8: Level of confidence in the use of each formative assessment practice before and after the project

	Very confident before the project	Very confident after the project	Weighted average before	Weighted average after
Learning goals are set out using terminology that focuses on knowledge, skills, concepts and/or attitudes	43.33%	59.26%	4.17	4.52

Pupils are reminded of the links between what they are learning and the overall learning goals	33.33%	51.85%	3.90	4.33
Child-friendly language is used to share learning goals with pupils	60.71%	80.77%	4.46	4.69
Success criteria linked to learning goals are differentiated and shared with pupils	41.38%	48.15%	3.97	4.15
Pupils demonstrate the use of learning goals and/or success criteria while working	20%	25.93%	3.60	4.07

Source: Data compiled by the international team

The survey findings show that the project has changed teachers' attitudes to formative assessment. Teachers' confidence in using each formative assessment practice has improved considerably, as shown in Table 8.

At all levels, a qualitative change has been noted in teachers' approach to teaching. For example, almost 81% of teachers are very confident about the language used to share learning goals with children today, compared with 60.71% prior to the project.

Table 9: Extent of integration of each formative assessment practice in the classroom before and after the project

	Occurs about 90% of the time (before the project)	Occurs about 90% of the time (after the project)	Weighted average before	Weighted average after
Learning goals are set out using terminology that focuses on knowledge, skills, concepts and/or attitudes	26.67%	40.74%	4.03	4.33
Students are reminded of the links between what they are learning and the overall learning goals	16.67%	51.85%	3.83	4.26
Child-friendly language is used to share learning goals with pupils	33.33%	74.07%	4.00	4.67
Success criteria linked to learning goals are differentiated and shared with pupils	24.14%	55.56%	3.52	4.11
Pupils demonstrate the use of learning goals and/or success criteria while working	13.33%	22.22%	3.53	3.93

Source: Data compiled by the international team

The extent to which formative assessment practices are integrated is also increasing. The percentage of teachers who shared this opinion increased twofold for certain assessment criteria and almost threefold for others. This qualitative and quantitative leap is also reflected in the weighted average for all the assessment criteria.

Table 10: Level of confidence in the use of each formative assessment practice before and after the project

	Highly confident (before the project)	Highly confident (after the project)	Weighted average before	Weighted average after
Learning goals are set out using terminology that focuses on knowledge, skills, concepts and/or attitudes	40%	59.26%	3.97	4.15
Students are reminded of the links between what they are learning and the overall learning goals	50%	62.96%	4.27	4.48
Child-friendly language is used to share learning goals with pupils	20.69%	44.44%	3.10	4
Success criteria linked to learning goals are differentiated and shared with students	40%	70.37%	3.80	4.63
Pupils demonstrate the use of learning goals and/or success criteria while working	30%	62.96%	3.90	4.41

Source: Data compiled by the international team

The same observation can be made about the level of confidence that teachers now have, after the project, in the use of each formative assessment practice. Over 70% maintain that the success criteria linked to the learning goals are differentiated and shared with the pupils, compared with only 40% before the project. This is a major change that shows that teachers have taken ownership of the project at all levels.

In addition, almost 70% of the participants said that the students were demonstrating the use of learning goals and/or success criteria in their work, whereas only 30% did so before the project. Finally, more than 44% stated that child-friendly language was now used to share learning goals with pupils, compared with only 20.69% before the project.

Table 11: Assessment of the extent to which each formative assessment practice has been integrated into the classroom

	Highly confident (before the project)	Highly confident (after the project)	Weighted average before	Weighted average after
Assessment is used to facilitate classroom discussions	30%	48.15%	3.77	3.96
Questions are used to elicit students' prior knowledge of a subject	46.67%	55.56%	4.37	4.41
Students can share their questions during a lesson	10%	42.31%	2.87	4.08
Students' incorrect answers are used to inform teaching and learning	33.33%	66.67%	3.70	4.52
Students can explain to others what they are learning	23.33%	48.15%	3.73	4.19

Source: Data compiled by the international team

Teachers taking part in the project are increasingly integrating formative assessment practices into their respective classes since the project, unlike in the past. Here is a testimonial from a teacher in primary year 2: "With the consent of my teaching advisor, I'm applying the project's recommendations in my class and I'm seeing positive changes in my pupils in several subjects, which is encouraging me to pursue the experience".

This opinion of a teacher taking part in the project is particularly relevant, as over 42% of the respondents said that they were able to communicate better with each other, sharing questions and concerns during the lesson, which improved their understanding and results. Similarly, over 48% of the teachers surveyed also maintain that assessment is used to facilitate classroom discussions. This change has radically altered pupils' perceptions and attitudes to assessment, she says: "With the formative assessment practices that we use today, our pupils are no longer afraid when we talk about assessment, as it has become routine, since the exercise is carried out after each lesson. Another novelty is that there is now more interaction between us and the pupils, which improves our relationship and takes away the fear of the teacher".

Table 12: Assessment of teachers' level of confidence in using each formative assessment practice before and after the project

	Highly confident (before the project)	Highly confident (after the project)	Weighted average before	Weighted average after
Comments intended for the pupils are linked to the initial learning goals and success criteria	33.33%	50%	3.97	4.42

Assessment techniques are used during lessons to help the teacher determine the extent to which students understand what is being taught	60%	70.37	4.47	4.70
Diagnostic data obtained from standardised tests are used to identify teaching and learning strengths and needs	30%	66.67%	3.73	4.52
Pupils are involved in providing information about their learning	40%	48.15%	3.90	4.30
Students can explain to others what they are learning	40%	56%	4,20	4,40

Source: Data compiled by the international team

Confidence in the use of each teaching practice is also part of this project. Few teachers used to venture into this area due to a lack of solid training in formative assessment and favourable working conditions.

Even though teachers were familiar with the concept of formative assessment, as it was one of the subjects covered during their initial training, they were under no obligation to incorporate it into their teaching practice. Moreover, they did not have sufficient knowledge to integrate this practice into their working habits, so many of them had doubts and lacked the confidence to do so.

The project has now given the thirty or so participating teachers a better understanding of these practices and, above all, the opportunity to apply them, even in an unfavourable environment, and more of them are now doing so, as the findings of this study show.

Table 13: Degree of integration of each formative assessment practice in the classroom

	Occurs about 90% of the time (before the project)	Occurs about 90% of the time (after the project)	Weighted average before	Weighted average after
Comments intended for the pupils are linked to the initial learning goals and success criteria	30%	42.31%	3.90	4.27
Assessment techniques are used during lessons to help the teacher determine the extent to which students understand what is being taught	56.67%	62.96%	4.47	4.59

Diagnostic data obtained from standardised tests are used to identify teaching and learning strengths and needs	33.33%	59.26%	3.70	4.37
Pupils are involved in providing information about their learning	40%	44.44%	3.93	4.26
Students can explain to others what they are learning	30%	37.04%	3.90	4.15

Source: Data compiled by the international team

In the three school groups where the teachers were part of the learning circles, the integration of formative assessment practices in the classroom was effective, unlike in the past. For example, more than 59% of teachers do so, compared with just over 33% when it comes to disseminating information to identify teaching and learning strengths and needs.

This was also the case for more than 42% of teachers, compared with 30% with regard to comments intended for pupils in relation to the initial learning goals and success criteria.

In addition, it should be noted that more than 60% of teachers reported a qualitative improvement of more than 75% at several levels in terms of the integration of each formative assessment practice in their respective classrooms. They are encouraged in this respect by the facilitators and teaching advisers who belong to the learning circles.

Table 14: Peer and self-assessment: Assessment of the current level of confidence in the use of each practice before and after the project

	Highly confident (before the project)	Highly confident (after the project)	Weighted average before	Weighted average after
Pupils are given the opportunity to indicate how difficult they think learning will be at the beginning of a lesson or activity	10%	44.44%	2.87	3.67
Pupils are encouraged to record their progress	48.28%	55.56%	4.41	4.41
Pupils are encouraged to use a variety of assessment techniques to review their own work	36.67%	74.07%	3.93	4.67

A visual record of pupils' progress is kept to monitor and celebrate their learning outcomes and show areas of/for development	33.33%	70.37%	3.77	4.44
Time is set aside at parent/ guardian-teacher meetings for pupils to be involved in reporting on certain aspects of their learning	30%	44.44%	3.27	3.67

Source: Data compiled by the international team

This project has resulted in significant changes for teachers. Whilst they had very little confidence in the knowledge of formative assessment they had acquired during their initial training in the CAFOPs, the Learning Circles project helped remedy this shortcoming, and the resulting outcomes are significant:

- 74.07% say that students are encouraged to use various assessment techniques to review their own work today, compared with only 36.67% before the project;

- 44.44% of students are given the opportunity to indicate how difficult they think learning will be at the start of a lesson or activity, compared with only 10% before the project;

- 70.37% compared with 33.33% for the recording and monitoring of pupils' learning.

Such significant results were also achieved in terms of the percentage of teachers integrating formative assessment practices into classroom activities, as shown in the table below, where more than 90% of teachers attest to this fact.

Table 15: Experience in dealing with the following obstacles to integrating formative assessment into the classroom

	No experience	No obstacle	Electricity problems	Few obstacles	Moderate obstacles	Significant obstacles
Assessment policy that emphasises grading and summative assessment rather than formative assessment practices	11.11%	7.41%	3.70%	7.41%	22.22%	48.15%
Lack of system-wide professional development to support knowledge, beliefs and practices around formative assessment	0%	3.70%	18.52%	18.52%	14.81%	44.44%
Teaching is driven and motivated by large-scale (i.e. state/national) tests	23.08%	46.15%	0%	11.54%	18.81%	44.44%

Adoption of selective formative assessment practices rather than fully embracing student-led, feedback-led teaching practice	14.81%	29.63%	18.52%	14.81%	7.69%	11.54%
Accessibility of digital technology to support formative assessment practices	33.33%	25.95%	0%	0%	7.41%	33.33%

Source: Data compiled by the international team

Whilst teachers are unanimous that the teacher-led learning circles project has shown more than encouraging results in terms of the use of formative assessment, they recognise that several obstacles remain to the full and lasting integration of this assessment practice in the classroom. The most significant obstacles are as follows:

- 48.15% of respondents noted that the assessment policy usually used is summative assessment. This pedagogical approach is the most widely taught and used, whether in training centres for future teachers or in the rare opportunities for continuous professional development;

- 44.44% of participants felt that there was a lack of system-wide professional development to support knowledge, beliefs and practices around formative evaluation; Without professional development, how can a pedagogical approach be implemented, especially in overcrowded classrooms where children often lack the tools they need to work?

- 44.44% of participants pointed to the fact that teaching is driven and motivated by large-scale tests, to the detriment of ongoing assessments that genuinely show how far pupils have progressed and what skills they have acquired;

- 33.33% of teachers raised the problem of access to digital technology to support formative assessment practices. Most schools have no IT equipment, let alone an Internet connection. The CAFOPs' basic training for future teachers does not include an ICT component. Few teachers have their own computer and know how to use one properly and, above all, how to use it in their teaching

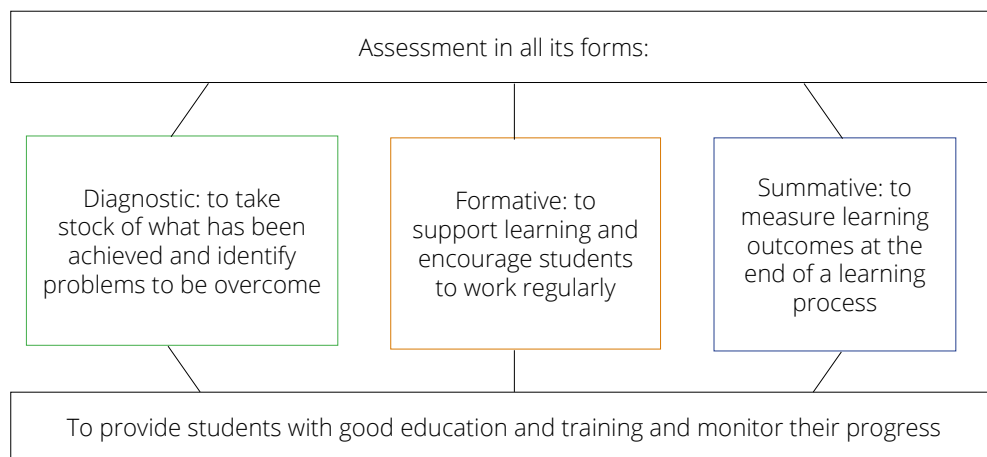## Conclusion, next steps, recommendations and lessons learned

Since gaining political "independence" in 1960, Côte d'Ivoire has made education and training the basis of its economic and social development. During the boom years of what came to be known as the "economic miracle", the country devoted more than 43% of its budget to this sector, became a reference point in the sub-region and attracted many pupils and students from across Africa. However, as a result of the economic crisis and the injunctions of the international financial institutions (such as the IMF), which called on states to reduce investment in the social sectors, and the internal management difficulties of the system, the education system has lost its former lustre, creating corollary problems at all levels.

While the adoption of the compulsory schooling policy (PSO) and the accompanying measure of free education through the distribution of school kits, the rehabilitation and construction of certain schools and the recruitment of new teachers have led to improvements in some areas of the education system, many challenges remain in terms of the quality of the system: frequent changes to the teaching system without any real training for teachers, inadequate teaching and learning tools, overcrowded classrooms, dilapidated schools, lack of motivation among teachers, absence of continuous training and lack of attractiveness, assessment system focused solely on summative assessment without taking formative assessment into account.

This latter aspect has been the subject of this project, which has demonstrated the effects of formative assessment on student learning and on the quality of the outcomes, which should be highlighted. The teacher-led learning circle project has enabled teachers to develop their leadership skills both in the classroom and within school groups and the community at large. Added to this is the increased confidence among teachers and the improved results achieved by pupils.

This project does not aim to rule out summative assessment, far from it. It is simply a matter of putting formative assessment back into the student learning process so as to better measure progress and facilitate summative assessment at the end of the process. Ultimately, the aim is to use assessment in all its forms to provide students with good education and training and monitor their progress, as shown in the table below:

Table 16: The different types of assessment

Assessment in all its forms:		
Diagnostic: to take stock of what has been achieved and identify problems to be overcome	Formative: to support learning and encourage students to work regularly	Summative: to measure learning outcomes at the end of a learning process
To provide students with good education and training and monitor their progress		

3.2. Next steps and priorities for the development of formative evaluation in Côte d'Ivoire

- Presenting the project to all the Inspectors-General for Education;
- Advocating with the Ministry for the implementation of the project in the pilot schools (by the directorate in charge of monitoring);
- Extending the project in successive waves, starting with the regional departments of education (DREN) in Abidjan;

- Pursuing the project with the DRENs in other parts of the country by setting up teams made up of facilitators and teachers who have already been trained;
- Presenting the study findings to education/training sector unions.

3.3 Recommendations for disseminating information about and expanding the implementation of formative assessment

- Disseminating the research findings at the level of the Ministry of Education and Literacy;
- Disseminating the research findings to other primary and secondary education unions in Côte d'Ivoire;
- Disseminating the research findings to the school's partners (international organisations and local NGOs);
- Disseminating the research findings to parent associations;
- Education International advocacy with the relevant authorities;
- Advocacy by school partners with the authorities in charge of integrating formative assessment in schools;
- Teacher unions' advocacy for the incorporation of formative assessment into the training curriculum for future teachers within the CAFOPs;
- Teacher unions' advocacy for the incorporation of formative assessment into continuous professional development for teachers already in the profession.

3.4. Lessons learned, to share with other countries wishing to implement teacher-led learning circles

- Strong involvement of the Ministry of Education in the project;
- Put in place an organisation chart with educational advisers as moderators to facilitate experimentation in the classroom;
- Include teachers with the rank of school directors as part of the same process;
- Put in place an organisation chart involving the Ministry, the project leaders and EI, to ensure that the work schedule does not interfere with the school curriculum;
- Appoint an external consultant of high academic standing with a good knowledge of the education system;
- Teachers are always ready to give their best when they are well trained and have all the documentation they need to do their job;
- Teachers' awareness of the importance of formative assessment as a lever for student performance to boost educational outcomes;
- Experience sharing between teachers from different Regional National Education Departments (DRENs) through networking activities;

- Development of teacher leadership in their own classrooms and schools;

- Development of teacher confidence and mastery of teaching in the classroom;

- The need to resolve the issues around mobilising and motivating teachers;

- Ensure access to a good connection to enable interaction with the international team;

- Facilitate communication between the consultant, the facilitators and the teachers involved in the learning circles;

- Make regular visits to encourage participants and maintain commitment to the project;

- Find suitable premises for work sessions and meetings;

- Ensure that all documents are properly translated from English into the country's official language;

- Other teachers who are not part of the learning circles are keen to be included in the project, given the results obtained by pupils in the classes of teachers already trained in this teaching approach.

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