STRENGTHENING EXAMINATIONS AND ASSESSMENT IN UGANDA: A ROADMAP

INCEPTION REPORT

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List of Abbreviations

DES	Directorate of Education Standards
DFID	Department for International Development
ESSP	Education Sector Strategic Plan
GPE	Global Partnership for Education
HEART	Health and Education Advice and Resource Team
MOESTS	Ministry of Education, Science, Technology and Sports
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
OPM	Oxford Policy Management
PLE	Primary Leaving Examination
TIET	Teacher, Instructor Education and Training Department
UCE	Uganda Certificate of Education
UNEB	Uganda National Examinations Board

1 Introduction

This document is the first deliverable as part of the development of a roadmap for the strengthening of Uganda's examination and assessment system (including formative assessment) in primary and lower secondary for the period 2015/16 to 2020/21. Terms such as 'formative assessment' can have a range of meanings; the table in Annex C sets out how key terms are used in this report.

Investment in Uganda's formal examination system is important as Uganda's formal examination system defines (and is in turn shaped by) the in-practice curriculum in primary and secondary – what students learn and what teachers try to teach, how knowledge and skills are stratified, prioritized and valued. Results in the formal examination system confer prestige on teachers, schools and students while governing access to further education and the status this brings. Classroom practices in teaching and assessment reflect and reinforce the priorities, values and assumptions of the formal examination system. As is well documented (Muwumba, 2014, Kamwine 2012), long-established and deeply grounded practices that are not conducive to the learning Uganda needs in its young people should be addressed.

The roadmap is to support development of:
1. a better understanding of the complexity and interdependence of Uganda's assessment and examination system and its performance
2. a more coherent assessment framework, including coordination across key agencies (including UNEB, NCDC, TIET, DES)
3. processes providing a sound evidence-base for policy development, including areas associated with continuous or classroom-based assessment
4. examinations matched to the new secondary curriculum and 21st century skills
5. technical capacities in areas identified as requiring attention
6. processes and reporting that will drive improvements in learning outcomes from the classroom up to the system-level

To plan effectively for the proposed roadmap on assessment and examinations, this work will proceed in two phases:

Phase 1: initial scoping study to define and agree on the roadmap (Dec. 2015 – May 2016)

Phase 2: sustained roadmap implementation over a 3 to 4 year period, including further analysis, capacity needs assessment and capacity building.

This inception report refers to phase 1 of the work and reflects the results of a preliminary visit to Uganda by the team's leader and deputy leader in December 2015, a further visit in late January 2016 and a review of documents. We would like to thank the many people who gave us of their time (Annex A lists key stakeholders we were able to meet) and useful documents and reports (see Annex B).

1.1 Background

Improving student learning outcomes is one of the top priorities for the Ministry of Education, Science, Technology & Sports (MOESTS). Valid and reliable measures of the quality and distribution of student learning outcomes are essential components in the drive for improved education quality. However, improved learning achievement depends not only on the resources invested in the school system, but also on the policies and institutions that direct their use and the quality of implementation at classroom level.

The National Curriculum Development Centre (NCDC) and the Uganda National Examinations Board (UNEB) are the two institutions responsible for Uganda's formal assessment and

examinations. The NCDC is mandated by statute to develop the curriculum. It provides guidelines for both formative and summative assessment including sample test papers. UNEB is established by statute as Uganda's examination and assessment body mandated, among functions, to prepare and conduct primary, secondary and such other examinations within Uganda as may be considered desirable in the public interest.

Following recent curriculum reform and in light of capacity constraints as well as a range of views amongst stakeholders on the function and format of the Primary Learning Examination (PLE), both NCDC and UNEB are proposing to strengthen Uganda's examination and assessment system, including improved curriculum delivery through enhancing classroom based assessment. At the same time, MOESTS is preparing a new Education Sector Strategic Plan (2016-2020) and a Government White Paper on education.

The importance of ensuring that assessment and certification contribute actively to students' learning, the strategic directions set by major stakeholders and the context of resource and capacity constraints will best be supported by developing a 'roadmap' for progressive enhancements of Uganda's assessment and examinations system. The roadmap, which is to be the product of the current work (Phase I), will provide analysis of the current situation and set out steps for Phase II, including further analysis and research that may be needed.

This work responds to the need to plan for enhancing Uganda's assessment system, including examinations.

1.2   Objectives and guiding policy considerations

The main objective of phase I of the process is to develop a roadmap for the strengthening of Uganda's assessment system (including examinations, classroom assessment and formative assessment) in primary and lower secondary for the period 2016 to 2020/21.

The specific objectives of phase I include:

1. to analyse the reliability and validity of examinations and assessments currently implemented in Uganda at primary and lower secondary levels, including classroom-based assessment by teachers for improved curriculum delivery
2. to set out an approach to capacity needs assessment and capacity development at UNEB,NCDC and DES as well as within teacher education (TIET)
3. to develop a roadmap for the improvement of Uganda's examination and assessment system in primary and lower secondary, including school and classroom based assessment.
4. to develop a proposed long-term plan/reporting cycle that can act as a model for how DFID/GPE and others can continue to ensure ongoing learning and reflection while monitoring progress towards iterative enhancements.

The objectives will be framed by the following key policy considerations:

1. The purpose of the different examinations and assessments

2. The effectiveness of examination and assessment data use in improving teaching and learning and informing policy

3. The improvement of the assessment system to support the recent curriculum reform

4. The improvement of classroom-based assessment to support learner achievement

2   Approach

2.1   Scope of the issues

During our preliminary consultations a range of views were expressed on the scope of the issues to be included in the development of the roadmap to be produced at the end of phase 1.

The following description of the range of views we heard is, of course, an oversimplification and should not be taken as defining the views of any single individual or agency, nor should our noting of these viewpoints be taken as an uncritical endorsement.

However, these differing perspectives provide a useful starting point to determining the scope of the issues a roadmap would need to address. We appreciated the well-thought through and carefully nuanced ideas that we heard.

These views include the idea that this roadmap should take a broad view of how the many aspects of Uganda's assessment system as a whole [1] interact to have an impact on what Uganda's young people actually learn during their primary and secondary education.

Such a broad view is essential, some told us, because they believe the current system exhibits features that in their view appear less than desirable. These features, as described to us, include:

1. Many schools implement extensive and intensive testing, often using scarce resources to purchase commercial tests
2. Many schools use such tests for classroom assessment. Some people told us that classroom assessment would provide a more systematic basis for planning and reporting on student achievement if designed, implemented and recorded by teachers (in this context, we heard the terms 'formative assessment' and 'continuous assessment')
3. Examinations at PLE (Primary Leaving Examinations) and UCE (Uganda Certificate of Education) level were perceived by some to be:
    a. 'high-stakes' both for students (entry to the 'best' schools) and for schools (reputation), leading to parental and school pressures for students to get the highest possible marks in these examinations and thus inappropriately narrowing the focus of learning
    b. 'predictable' through reproducing the patterns defined by past papers, consisting mainly of items requiring recall, whether of facts, definitions or of how to do 'rehearsed' items[2]
4. Many schools focus their teaching towards students' maximising their marks in these examinations, through 'coaching' or 'cramming', also inappropriately narrowing the focus of learning
5. School accountability being, in practice, expressed through examination marks
6. Many schools do not sufficiently include in their teaching and assessing:
    a. the full range of competences specified in the syllabuses
    b. syllabuses that are not assessed through examinations
    c. the knowledge, skills and competences
        i.   students need for success in their future education, life and career
        ii. considered to be required in the 21st century
        iii. expected by the consumer: employers and the broader community.

Other views we heard told us that a significantly narrower perspective is required, one that would focus our roadmap on some or all of the following:

1. Professional development so that teachers have the knowledge and skills required to use classroom assessment effectively

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[1] See the later discussion of the assessment system. The formal examinations conducted by UNEB are part of the whole assessment system, so is NAPE, so are the tests and other formal and informal assessments used by teachers. The assessment system includes community-based assessments such as those provided by UWEZO.
[2] We learned of UNEB's commitment to including in its examinations as much assessment as possible of higher order skills.

2. Supporting technical enhancements in examinations through the use of appropriate psychometric, quality control and risk management techniques

Other views focused on the strengths of the current system, one that has responded to the challenges of a large increase in the student population, pressures on integrity and resource limitations.

We also heard descriptions of conflicting longer and shorter term interests. For example, some parents told us how they wanted their children to have a fully rounded education but at the same time recognised the importance to the young person's immediate future of giving priority to coaching to pass high-stakes examinations. On a broader scale, it seems possible that the competing interests for status and funding of schools, both private and public, and the relationship of these interests with those of other major stakeholders and the community increase the complexity of the challenges of developing and implementing changes in the assessment system: it will not be a matter of proposing a simple replacement of one element with another.

2.2   Our intended approach

Our overall approach, in summary, has the following elements:

- scoping visits, where we gain a clearer understanding of the issues and differing views of stakeholders

- consultation at each step along the way, seeking to build consensus

- documentary and data analyses, providing us with information about the current situation and its development over time

- fieldwork

- developing a roadmap from a 'systems design' perspective.

We expect that the implementation of Phase II will be guided by a Steering Committee established by MoESTS with support from DFID.

The development of our road map will draw on a systems design approach, one that treats an assessment system as a complex interaction of many aspects. A systems design approach sets out how these elements interact with each other – and hence indicates the expected impact of changes in any one element. What we need is therefore information, documentation and contacts to help us develop a clear picture of how the various elements of the current total system interact.

Developing such a picture is a key element in the development of a road map showing how evolutionary changes can lead to an enhanced assessment system. A clear picture of the current situation may also support clarification of the scope of the issues we are to consider.

The intention of our approach is to develop a road map showing how such evolutionary changes in various elements of the assessment system can lead to a resilient, self-sustaining and self-improving system that contributes to more Ugandan students learning the knowledge and skills that they will need for successful futures in life, career and work and as citizens.

Our understanding of an assessment system is that assessments (tools and techniques – examinations, classroom assessment and tests) do not by themselves define an assessment system. To help us get a comprehensive perspective, we will use the following conceptual framework (adapted from Allen, 2006) in our analysis of an assessment system.

First, the elements of the system, taken together, have the following three functions:

- *social reproduction* – supporting demarcations in knowledge and skills, promoting particular explicit/implicit values
- *structuring pathways* to employment and further learning, formalising progression routes and thus providing patterns of incentives for participation in education and training
- *shaping learning* through affecting the nature, structure and content of learning.

Secondly, considered broadly, an assessment system includes components that can be classified in terms of the following seven features, features that may in some systems be formalized and explicit and in others informal and implicit.

- content specifications – for example, syllabuses
- teaching/learning plans
- practices in classroom
- collection of evidence of achievement
- interpretation of the evidence of achievement
- decisions about students' achievement
- actions based on these decisions.

Thirdly, those involved in an assessment system, with varying degrees of formal and informal influence on one or more of these seven components and hence affecting one or more of the three functions listed above, include:

- agencies such as examination boards, curriculum development bodies, education ministries
- schools
- teachers
- students
- parents
- the community
- employers
- funding agencies; and
- government.

As information is gathered from stakeholders it will be located within this framework to:

- ensure a comprehensive systems perspective rather than a narrowly technical and instrumental perspective
- show how the many different parts of current system interact
- provide a systematic basis for identifying the many elements that should be included in the roadmap.

A roadmap must include a destination, directions and a starting point.

The destination, a resilient, self-sustaining and self-improving assessment system, is characterised by

- clear, explicit and published *standards* for the processes and products of the agencies responsible for each element of the assessment system
- open, honest and transparent *reporting* against these standards
- a climate in which reporting against standards is used for *continuous improvement* rather than blame or sanctions
- positive and negative *incentives* institutionalising and reinforcing appropriate practices of individuals and agencies.

A road map setting out directions towards such a system will

- take a long term (five to ten year) strategic view
- provide for structures to monitor progress and recommend adjustments and adaptations along the way
- identify immediate and longer term capacity developments.

The road map must, of course, work from the current situation, taking into account the opportunities provided by existing strengths. These include the many technical reviews conducted by UNEB, including reviews of reliability and validity, the syllabus evaluations conducted by NCDC, the standards and guidelines developed by the Directorate of Education Standards (DES), policies

and approaches adopted by teacher education (TIET) and the community-based approach implemented by Uwezo Twaweza.

Following the completion of the field work, a draft roadmap covering the features outlined above will be the subject of a workshop with key stakeholders. This will support refinement of the roadmap, improvement of the way it is communicated, its likely acceptability and identification of key risks and risk mitigation strategies.

The current assessment system reflects a complex balance of competing interests, resource allocations and demands. Significant changes will not occur spontaneously. The structures, processes and developments envisaged by the roadmap will therefore require some modest initial investment and resourcing over time to ensure practical implementation and support.

2.3 Scope of the work

2.3.1 Assessments to be included in the review

The assessments to be included in the review span examinations, national assessments, school-based activities and commercial tests as listed in Table 1 below.

Table 1   Assessments to be included in the review

Primary Leaving Examinations (PLE)	Four examinable subjects (English, mathematics, social studies, basic science/health) set by UNEB based on syllabuses provided by NCDC
Uganda Certificate of Education (UCE)	A set of subject-based examinations taken at the end of Senior 4 (the equivalent of 'O' level). The examinations are set by UNEB to specifications provided by NCDC
UNEB Continuous assessment/course work assessment	Forms 30 percent of marks in some UCE subjects
NAPE	A sample study of literacy and numeracy at P-3 and P-6. NAPE is a system monitoring tool, intended to provide information to inform developments and evaluations of policies and practices
Teacher set tests	Used in classrooms – may be adapted from text books or other sources including training and materials provided by UNEB
Commercial tests	Tests supplied to schools and teachers from commercial suppliers
Past papers	Published by UNEB. May be used in schools for practice and pedagogic purposes
Teacher selected activities	Assignments or similar. May be adapted from text books.

2.3.2 Required information, documents and data

We will specify protocols for our use of these materials. We will only make specific reference to the contents of any materials not in the public domain with the prior approval of the relevant agency.

2.3.2.1 Documentary

- Annual reports from UNEB, NCDC, DES, TIET for the last three years
- The new syllabuses and assessment specifications for the 8 areas of learning in the new secondary arrangements (draft or final)
- Two examples of NCDC evaluation report about a syllabus pilot

- Examples of commercially produced tests used in primary schools (<u>at least</u> one in each domain and grade)
- Past examination papers at PLE and UCE – all subjects, four years
- Examiners' reports in each subject for the most recent year available and from three years before this (eg if the last available is PLE Year 2014 then PLE Year 2011)
- Documentation of how scores in PLE are used to assign students to secondary schools
- Documentation of UNEB examination production processes from item writing through to marking and standard setting including existing risk management, quality control and quality assurance processes
- Past tests used in NAPE
- Research reports (reliability, validity, coursework assessment, marking, continuous assessment design and implementation) from UNEB

2.3.2.2 Data sets

Protocols about the provision of the student-level data sets essential for analysis of reliability and validity have been developed and, we understand, agreed with the agency providing the data. Protocols cover data storage, who has access and that the data will not be retained beyond the formal conclusion of the team's involvement with Uganda's assessment system.

Given the timelines of this phase of the project, a set of modest sized (perhaps 50,000 for each data set) random samples at the student level of the relevant data sets will be sufficient to give some initial estimates of reliability and validity. The random sampling process should be such that it preserves the essential qualities of the data: distributional properties, means, variances, co-variances.

Student level data is essential. De-identification is necessary but may not be sufficient to meet privacy considerations. Introducing some random perturbations (or other processes, such as localized shuffling) is a simple approach that does not change the essential properties of the data. For PLE and UCE examinations, the sample student level data for each subject should include basic demographics, the subject name or code, the year of the examination, marks on each item (including NA where the student did not do the item), aggregate mark and grade. It will be important to be able to match the item data back to specific items on specific examinations. The de-identified codes for students should link across subjects and, if possible, across PLE and UCE. This may restrict the domain from which the sample is selected.

NAPE data is itself the result of a sampling process and of modest size (25,000 students). Three successive years of NAPE data at student level (basic demographics, subject, item result, aggregate score, proficiency level) will be sufficient to permit some preliminary indications of reliability and validity.

Studies of validity should include the extent to which the use of the data (for example, to place students in secondary schools) is an appropriate and effective use of the data, consistent with its properties. This requires linkage across PLE results to UCE results (and schools). It is not known at this time if these linkages exist and if the data can be obtained in this format.

The initial field study planned for 2016 will provide some data on classroom tests and assessments.

2.3.2.3 People to be consulted further <u>include</u>:

Matthew Bukenya	Executive Secretary, UNEB (up until 31 March 2016)
Dan Odongo	Executive Secretary, UNEB (as from 1 April 2016)
Professor Mary Okwakol	Vice-Chancellor, Busitema University & UNEB chair
Dan Kyagaba	Head of NAPE
David Weerhe	Principal Exam Officer, Continuous Assessment (UNEB)

James Turyatemba	Head of Test Development, Secondary
Florence Agola	Head of Test Development, Primary
Chriseston Kibeti	Head of PLE
Grace Baguma	Director, NCDC
Gertrude Namubiru	Deputy Director, NCDC
NCDC staff	
Yusuf Nsubuga	Director, Basic and Secondary Education
Daniel Nkaada	Commissioner of Basic Education
Godfrey Dhatemwa	Commissioner, Planning, MOESTS
Margaret Nsereko	Commissioner, TIET
Kedrace Turyagyenda	Commissioner, Secondary Education Standards (DES)
Innocent Mulindwa	GPE Grant Manager, World Bank
Liz Ninan	Team Leader, World Bank
Rosemary Rwanyange	UNICEF
Emmi Pakkala	UNICEF
Farida Nassereka	UWEZO
Professor John Munene	PhD Programme Director, Makerere University Business School

3 Methodology

3.1 Assessing the validity and reliability of examinations and assessments, including classroom-based assessment

In order to assess the validity and reliability of examinations and assessments in Uganda analysis of primary and secondary data will be undertaken.

3.1.1 Validity and reliability of examinations and sample-based assessments

Studies of reliability and validity published by UNEB will be reviewed to provide a consolidated view of the extensive existing studies of these issues and to inform the scope and scale of studies of validity of PLE examinations. These will include focus on the alignment of the knowledge and skills defined in practice in the examinations with that specified in the relevant syllabuses. The analysis will include the extent to which the use of the data (for example, to place students in secondary schools) is an appropriate and effective use of the data, consistent with its properties. This requires linkage across PLE results to UCE results (and schools). We have sought permission to use existing sample data sets in this format.

Studies of validity of UCE examinations will include focus on the alignment of the knowledge and skills defined in practice in the examinations with that specified in the relevant syllabuses. The validity of NAPE examinations will be examined, since this is their primary purpose, by looking at the availability of evidence of use of the results as an effective system monitoring tool and by reviewing the content in terms of alignment with definitions of the standards expected of Ugandan primary school students. In addition, other elements of the assessment system will focus on fitness for actual purpose and the alignment of these purposes with the relevant syllabuses.

Given access to appropriate data sets, IRT provides a useful approach to analyzing reliability in terms of the estimated standard errors across the ability scale defined by an examination.

As at February 1 2016, UNEB has kindly granted permission for us to access data, following a letter from DFID setting out clear protocols. Given the time constraints on Phase One, a flexible approach to the methodology to assessing validity and reliability may need to be taken, using the published UNEB reports on reliability and validity as the primary evidence for this component of the study. While the team will need to remain flexible, it is always preferable to use the primary data source in research. Using secondary reports will limit the types of analysis which can be undertaken and, therefore, the inferences which can be drawn.

3.1.2 Validity and reliability of classroom-based assessments

The collection of primary data in schools will be required to reach an understanding of the challenges involved in developing an approach for integrating effective classroom assessment into Uganda's assessment system. This fieldwork will therefore need to (i) gain an understanding of the types of assessments used by teachers in primary schools, (ii) establish the extent to which teachers use assessment to inform their teaching, (iii) identify the challenges teachers face when assessing students and (iv) establish why (head) teachers use commercial tests.

In Phase I of the process, primary data collection will be undertaken in a small number of purposively sampled schools in order to ensure the roadmap responds to the realities of teachers on the ground. However it is proposed that data be collected in a larger sample of schools during Phase two of the process to capture the full range of heterogeneity in approaches to assessment across schools in Uganda, to refine and develop the roadmap. For Phase I, schools will be sampled through typical and extreme case sampling, so that the small number of schools are most likely to give a clear idea of the **range** (rather than the distribution or prevalence) of issues and

challenges facing schools and teachers and the Ugandan education system as it seeks to develop effective classroom assessment.

The analytical approach to the qualitative data will use applied thematic analysis, primarily to confirm a set of hypotheses also known as classic content analysis (Krippendorff, 2004). This is in contrast to exploratory analysis, which derives hypotheses from the data collected (Guest et al., 2012). The selected principal approach – 'confirmatory analysis' – aims to confirm a set of pre-existing hypotheses. In this context, the pre-existing hypotheses are drawn from the views of stakeholders, in reference to the features of the current system, as documented through the stakeholder engagement process thus far.

Our intention is to involve representatives of key agencies (UNEB, NCC, TIET and DES) in the collaborative design and implementation of the fieldwork. This will include the conduct of classroom observations and District Education Officer, teacher, parent, and Head Teacher interviews.

4 Project plan

The project plan provides a summary of the phase I team, including roles and expertise, a description of the identified risks and proposed mitigation strategies, the project deliverables and the project workplan.

4.1 Team

Name of Consultant	Role	Skills/expertise
Dr Reg Allen	**Team Leader** Primarily responsible for developing the inception report, liaising with government to build consensus, facilitate the sharing of skills, can be a liaison point between government and the psychometrician and classroom based assessment expert, therefore must have technical experience with both and be fluent in the technical processes. Must have an understanding of the evidence/policy interface. Ultimately responsible for deliverables, and substantively develops Deliverable C.	Reg has filled the roles of CEO and Research Director in a range of governmental assessment bodies in Australia and the USA. Reg has extensive experience in education assessment systems, assessment policy, psychometrics, IRT and classroom-based continuous assessment
Dr Rachel Outhred	**Deputy Team Leader/Systems Expert** Responsible for deputising the Team Leader, conducting stakeholder engagement, school visits and teacher interviews to inform the classroom based assessment questions and inform the approach to Capacity Assessment and larger scale analysis in collaboration with the Team Leader.	Rachel has undertaken capacity assessments of two examinations councils in sub-Saharan Africa (Lesotho and Zimbabwe) and designed long term capacity (5 years and 4 yours respectively) building programmes for each council. She is an assessment expert and leads OPM's psychometric work and has experience in undertaking school-based research in a large number of sub-Saharan African nations.
Dr Pierre Varly	**Psychometrician** Responsible for undertaking the validity and reliability analysis of examinations towards Deliverable B. Provides information to the Team Leader on areas of capacity building identified during this analysis to inform the approach to capacity assessment. Probably a desk-based role.	Pierre has 16 years of experience in quantitative research in education and social services. Pierre has undertaken reviews of assessment difficulty, validity, comparability and reliability in a range of countries, including in roles for the WB, RTI and UNICEF.
Dr Reg Allen	**Classroom-based assessment expert** Undertake the review of curriculum and review examination items to make judgements re representation of the balance and scope of the curriculum (this is a broader skillset than reviewing the reliability and validity of individual items). Responsible for undertaking the review of classroom based assessments and working with the Systems/capacity expert to answer broader systems questions.	See above.

Phil Elks	**Stakeholder liaison** Setting up meetings with key stakeholders in Kampala and undertaking fieldwork in schools.	Phil is International Education Manager for Ark in Uganda. Formerly head of secondary school accountability at the Department for Education in the UK.
Dr Fernando Cartwright	**Quality Assurance and Adviser** Review of deliverables and special advice	Fernando has completed capacity needs assessments of a range of countries participating in the Programme for International Student Assessment in developing nations. In addition, Fernando has undertaken the analysis and equating of learning outcomes for the WB, UNICEF and the OECD.

4.2   Risks

The following risks were identified during the inception period and risk mitigation strategies have been identified. Risk will be continuously assessed throughout the implementation of Phase I of the process and mitigation strategies will be developed.

Table 2   Risks and risk mitigation strategies

Risk	Risk mitigation
Divergent stakeholder views are not resolved	Additional visit by the Team Leader in January, seeking to develop agreement with major stakeholders DFID discussions with Ministry
Data does not exist	Include data collection and analyses as part of road map – implementation in Phase II
Data sets are not provided or not provided in a timely way	Undertake additional stakeholder engagement activities in order to increase the likelihood of data provision Include analyses based on UNEB published reports as part of road map – implementation of further analysis in Phase II
Documents are not provided in a timely way	Use what is publicly available, noting the limitations and including review in Phase II
It is not clear whether or not documents exist	Road map to include development of appropriate documentation
Timelines slip	Negotiate feasible timelines with DFID, noting that many key people will be less available during the holiday season – late December through to mid-January
Stakeholder agreement on the roadmap takes longer than envisaged or accounted for	The likelihood of gaining stakeholder agreement is increased by engaging with stakeholders throughout the process of developing the roadmap, ensuring the roadmap takes into account the various views and perspectives of key stakeholders and working with stakeholders to workshop findings and the emerging roadmap. The original workplan did not incorporate sufficient time for the team to engage with all of the key stakeholders at each stage of the process. Therefore we propose to increase stakeholder engagement efforts throughout the process of developing the roadmap, to gain agreement on

the roadmap. This is proposed to include an additional week of meetings with stakeholders by the Team Leader, a workshop where the emerging roadmap is discussed prior to finalisation, and the incorporation of stakeholder input into the fieldwork school selection, instrument development, data collection and conclusion drawing. This will involve an increased in-country presence for both the Team Lead and the Deputy Team Lead.

4.3   Deliverables

The following deliverables will be the resultant of phase I of the process:

1. A short inception report.
2. A report on the validity and reliability of examinations and assessments currently implemented at primary and lower secondary level in Uganda, including classroom-based assessment.
3. A final report which details a roadmap for the strengthening of Uganda's examination and assessment system as well as recommendations for further analysis and an approach to capacity needs assessment and capacity development.

4.4   Workplan

Table 2   Workplan

Date	Activity
December 13 – December 18	Consolidate information gathered during first visit and seek further advice/information from key contacts, including additional information about key assessments/examinations
Allow 2 weeks from date of access	Analyse data sets once access is granted
December 14 – December 30	Devise concept map showing key elements of Uganda's actual current assessment system
January 25-29	Team Leader stakeholder consultation mission
February 29 ->March 10	Draft report on validity and reliability of current examinations and assessments, based on UNEB reports if access is not yet granted.
March 5 – March 20-	Refine concept map, elements, validity and reliability report on the basis of the second stakeholder consultation mission.
Proposed for 21 – 23 March and 4 – 6 April.	Field work in schools (required to reach understanding of how teachers, parents and communities experience the assessment system) in collaboration with a representative from UNEB, DES, NCDC and TIET.
April 1-10	Consultations with stakeholders about draft roadmap and draft report on validity and reliability. A workshop of the emerging roadmap with key stakeholders. It is likely that the consultations required to finalise the draft report will require additional time to gain agreement from all stakeholders. For this reason, we propose an additional mission for the Team Leader.
April 25-May 10	Final report draft and consultations.

Annex A Documents reviewed during inception phase

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Annex B   Meetings held during December 2015 and January 2016

Person met with	Title
Florence Agola	Head of Test Development Primary (UNEB)
Grace Baguma and staff	Director, National Curriculum Development Centre (NCDC)
Mathew Bukenya	Executive Secretary, Uganda National Examination Board
Dan Kyagaba	Head of NAPE
Director DES and staff	Directorate of Education Standards (DES)
Innocent Mulindwa / Liz Ninan	World Bank
Prof J C Munene	Makere Univ. Business School
Dr Goretti Nakabugo	Uwezo Twaweza Lead and Manager, Uwezo
Dr Yusuf Nsbuga	Director Basic and Secondary Education
Margaret Nansasi Nsereko and staff	Commissioner for Teacher, Instructor Education and Training Department
Dan Nokrach Odongo	Deputy Secretary Head secondary school examinations UNEB
Parents of school-aged children at DFID	Department for International Development, Uganda
Dr Savario Pido	Dep. Sec. Research and Data Department, UNEB
Rosemary Rugamba-Rwanyange and Emmi Pakkala	UNICEF
Ambrose Ruyooka	Deputy Project Coordinator Uganda Teacher and School Effectiveness Project
Wajega Juliet Sasagah	Deputy General Secretary Programs UNATU
James Turyatemba	Senior Examinations Officer (secondary examinations department) UNEB
David M Weerhe	Principal Examinations Officer (continuous assessment) UNEB

Annex C   Notes on terminology as used in this report

term	meaning	notes
assessment	Any process that provides a judgment about a student's achievement	can be formal or informal
formative assessment	assessment intended to help plan a student's learning	looks forward, needs to establish details about strengths and weaknesses

sometimes aligned with 'assessment **for** learning' |
| summative assessment | assessment intended to describe what a student has learned | may be a single overall measure of achievement, may be used for selection purposes

sometimes aligned with 'assessment **of** learning' |
assessment **as** learning	assessment that is an integral part of a student's learning	sometimes contrasted with assessment of learning and assessment for learning
assessment for learning	assessment where the student is an active participant, becoming a self-regulating learner	
assessment of learning	summative assessment	
certification	a formal, official and accepted record of a student's standard of learning in one or more areas of achievement	issued by an official agency

accepted by other organisations as a document of record |
classroom assessment	assessment that happens in the classroom	may be formal or informal, may be summative or formative or both
continuous assessment	assessment that is part of classroom/school activities	not necessarily continuous, may have a formative or a summative function
terminal assessment	assessment at the end of period of learning	usually summative in intent
examination	formal assessment against a set of stated requirements	may be written, oral or practical examination under

	conducted by an independent agency	standardised conditions
competence	knowledge/skills transferable to new situations/contexts	