

# USING STUDENT ASSESSMENT RESULTS FOR EDUCATION QUALITY AND SYSTEMS STRENGTHENING

## Third READ Global Conference and Sixth ECA Education Conference

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**ADOLF KLOKE-LESCH** has been a GIZ Managing Director since January 2011. In 1978, he joined the German Federal Ministry for Economic Cooperation and Development (BMZ) where he served in various capacities from 1978 to 2010. His positions included responsibility for the 'Foreign and Security Policy; Peace-Building and Crisis Prevention; and Human Rights' divisions and heading the directorates 'Instruments of Bilateral Cooperation' and 'Peace and Democracy; Human Rights; United Nations'. In 2007, he became head of the Directorate-General 'Global and Sectoral Policies; European and Multilateral Development Policy; Africa, Middle East'. In 2010, he joined GTZ as Director of the Strategy Centre 'New partnerships for global development'. Mr. Kloke-Lesch has contributed to the debate on German and international development and peace policy and has penned numerous articles and publications. He has also performed various honorary functions. He helped found the German Institute for Human Rights and the Extractive Industries Transparency Initiative. Since 2007, he has been on the Advisory Board of the Development and Peace Foundation. Mr. Kloke-Lesch is also a member of the United Nations Association of Germany (DGVN).



**ALBERTO RODRIGUEZ**, a Colombian national, joined the World Bank in 1997. Currently, he is the Manager for Education in the Europe and Central Asia Region with responsibility over the World Bank's education sector program in the 30 client countries of that region. He has worked on system-wide education reform issues, led the policy dialogue, and been the Project Manager for education activities in countries across Latin America, Eastern Europe and Central Asia. Prior to joining the World Bank, Dr. Rodriguez was a school teacher and administrator for 7 years, an administrator in a private Bank in Bogotá- Colombia for 2 years, worked at the High/Scope Educational Research Foundation as Fellow and as Director of the Adolescent Division, and was the Technical Secretary of the Ministry of Education in Colombia. Over his career, he has published numerous articles on education. Dr. Rodriguez holds a BS in Industrial Engineering, a MA in Educational Administration, a Master in Public Administration, and a Ph.D. in Educational Policy and Administration from the University of Michigan.



**ALISTAIR MARQUIS**, MBE (Member of the Order of the British Empire) is an education consultant specializing in school evaluation and improvement, and the development of educational leadership and management. Until August 2011 he worked for Her Majesty's Inspectorate of Education (HMIE Scotland) where he was Chief Inspector. Prior to joining HMIE in 1989, he was a head teacher for 10 years and before that was a deputy head and class teacher. He has very significant experience of inspecting schools in Scotland across a broad range of subject areas in all age groups, including special educational needs, and has addressed numerous international conferences in Europe, China and the USA. He has been active in supporting school improvement as a quality evaluator and has assisted in driving change through strategic local and national developments, including organizing and delivering relevant continuing professional development to teachers. He represented the Scottish Government on the European Network of Evaluation in Education for many years. He has worked on an OECD project and is presently engaged to support school improvement and evaluate educational provision in the United Arab Emirates.



**ANIL KANJEE** is a Research Professor in the Department of Educational Studies, Tshwane University of Technology, Pretoria, South Africa. Previously, he served as a Executive Director at the Human Sciences Research Council, where he headed the Centre for Education Quality Improvement (2005-2010) and the Research Program on Assessment Technology and Education Evaluation (2000 – 2005). During this time, he served as the South African representative to the IEA General Assembly and was responsible for the TIMSS and national assessment studies conducted in South Africa. His current research focuses on the development of national assessment systems, improving assessment for learning practices in schools, models for teacher professional development, and the application of ICT for improving learning and teaching practices. He has worked as a consultant to education ministries in Eretria, Seychelles, South Africa, Zambia and Vietnam, and served as a technical advisor to a number of national and international organizations including JET Education Services, UMALUSI, UNESCO, UNICEF and UNRWA. He has extensive experience in national and international studies and has authored numerous publications on educational assessment and evaluation. Currently he is working on three projects: (i) a computerized system for supporting teachers improve their classroom assessment practices; (ii) a framework for reporting national assessment scores to teachers and parents; and (iii) a teacher professional development system delivered through mobile platforms.



**ANDREI VOLKOV**, Scientific Supervisor of the Center for International Cooperation in Education Development, has been Dean of the Moscow School of Management SKOLKOVO since its foundation in 2006. Dr. Volkov is a recognized expert on higher education in Russia. He is also currently serving as an Advisor to the Minister of Education and Science of the Russian Federation, where he spearheaded an Expert Team that developed a program on reforming Russia's higher education system. In 2006, he headed a group of experts from the G8 countries on Russia's initiatives in education. Prior to joining SKOLKOVO, Dr. Volkov held a number of key academic positions, including Vice Rector at the Academy of National Economy under the Government of the Russian Federation (2002-2005); Dean of the Information Systems Department and Rector of the Togliatti Academy of Management (the institution in the Samara Region widely known for its innovative experimental approach to education (1991-2002); and Research Fellow at the Scientific Research Institute of Atomic Reactors (1984-1991). Andrei Volkov is a professional alpinist and the President of the Russian Mountaineering Federation. He climbed Mount Everest in 1992. He graduated from the Moscow Institute of Engineering and Physics (MIFI) and has a Ph.D. in Engineering Science.



**ARTEM STEPANENKO** is currently the Director of the Center for International Cooperation in Education Development (CICED) of the Russian Presidential Academy of National Economy and Public Administration. He graduated from the Academy of National Economy under the Government of the Russian Federation with a PhD in economics in 2005. In 2005-2007, he was the Dean of the Finance Management Faculty of the Togliatti Academy of Management (the institution in the Samara Region widely known for its innovative experimental approach to education). He has been a participant of Russia-wide scientific and applied projects on innovation management, finance management of Russia's education system, and improving of financial literacy in the Russian Federation.



**BAN-HAR YEAP** taught mathematics education at Nanyang Technological University's National Institute of Education in Singapore for more than ten years before taking up his present positions. He is the Principal of the Marshall Cavendish Institute, a teacher professional development institute and, concurrently, the Director of Curriculum and Professional Development at Pathlight School, a K-10 school offering the national curriculum for autistic learners. He has spoken about Singapore's education system at various events and conferences including one organized by East China Normal University in Shanghai. Ban-Har's research on mathematics assessment in Singapore has resulted in a chapter in the book *Challenging Mathematics In and Beyond the Classroom by International Commission on Mathematical Instruction (ICMI)*. His research interests include assessment, teacher development and problem solving. He graduated with a Ph.D. in mathematics education from Nanyang Technological University.



**ELIZABETH M. KING** is Director of Education in the Human Development Network of the World Bank. In this position, she is the World Bank's senior spokesperson for global policy and strategic education issues in developing countries. Until January 2009, she was a manager in the Bank's research department, heading the team that focuses on human development issues. She has published on topics such as household investments in human capital; the linkages between education, poverty and economic development; gender issues in development, especially women's education; education finance, and the impact of decentralization reforms. Since joining the World Bank, she has worked on countries as diverse as Bangladesh, Colombia, Ghana, Indonesia, Nicaragua, Pakistan, and the Philippines, among others, contributing to public expenditure reviews, country economic assessments, policy analyses of the human development sectors, and impact evaluations of policies and programs.

She was the Lead Economist for the Bank's human development department for East Asian countries for three years, and was a co-author of three World Development Reports. Ms. King has a Ph.D. in economics from Yale University and a BA from the University of the Philippines.



**JEAN-PAUL REEFF** works as an independent consultant and as a senior consultant for the German Institute for International Educational Research in the field of innovation management and international cooperation. He holds degrees in psychology, physics and computer sciences, and a PhD in experimental psychology. He has a strong background in assessment and evaluation, as well as in technology-based learning and assessment. His consultancy focuses on initiating and accompanying large-scale interdisciplinary projects, on technology transfer, and on acting as a broker between research, policy and practice. Dr. Reeff served as a senior civil servant in the Luxembourg Ministry of Education from 1990-2001. Among other duties, he was the Luxembourg representative in the PISA Governing Board and the National Project Manager in addition to being the Luxembourg

representative for the International Association for the Evaluation of Educational Achievement. Since 2001, Dr. Reeff has had operational responsibility in several international large scale-assessments including PISA 2003, 2006, 2009. In 2009, he was a member of the German PISA 2009 national project management, as well as a member of the PISA 2009 international consortium.



**LARS SONDERGAARD** is a Senior Economist in World Bank's Human Development unit in Eastern Europe and Central Asia region. He has been working in the field of education since 2005 when he joined the World Bank. He has been working closely with ministries of finance and education in Bulgaria, Romania, Latvia, Azerbaijan, Moldova, Belarus and Ukraine. Lars is the main author of the World Bank's regional report on skills entitled "Skills, Not Just Diplomas". In short, the report focuses on what education and training system needs to change to accelerate growth in this region. Lars has a PhD in Economics from Georgetown University and was a Senior Economist at the European Central Bank before joining the World Bank.



**LUDGER WOESSMANN** is a Professor of Economics, especially Economics of Education, at the University of Munich, and Head of the Department Human Capital and Innovation at Ifo Institute for Economic Research. He received his Ph.D. from Kiel University and his Habilitation from Technical University Munich, and he holds degrees from the Universities of Kent at Canterbury, Marburg, and the Advanced Studies Program at the Kiel Institute for World Economics, where he also worked before moving to Munich. His main research interests are the economics of education, with special focus on microeconomic analyses of international student achievement tests, the determinants of economic growth, and economic history. His research has been published in the *Quarterly Journal of Economics*,

the *Journal of Economic Literature*, the *Economic Journal*, and the *European Economic Review*. In 2009/10 he was a National Fellow at the Hoover Institution at Stanford University and has spent extended research visits at Harvard University and the National Bureau of Economic Research. He is a Fellow of the International Academy of Education and Member of the Academic Advisory Council of the German Federal Ministry of Economics and Technology. Currently, he coordinates the EU-funded European Expert Network on the Economics of Education (EENEE), a forum to promote and disseminate research on the Economics of Education in Europe.



**MACIEJ JAKUBOWSKI** currently works as an analyst at OEDC. He joined the PISA team in 2008. Before then he was assistant professor at the Faculty of Economic Sciences, Warsaw University, where he defended doctoral thesis in 2006. He also worked as an expert for the World Bank, UNDP, CASE and the Polish government. He has conducted research for the University of Pittsburgh, Ludwig Maximilian University in Munich, and the European University Institute in Florence and has also published several papers and book chapters in economics of education, labor economics and political economics.



**MARGUERITE CLARKE** is a Senior Education Specialist in the Human Development Network at the World Bank. Previously, she held academic appointments at universities in Australia and the U.S. She also worked as a classroom teacher in the Chinese, Irish, Japanese and U.S. education systems. Marguerite's work focuses on equity and quality issues in education, particularly in relation to the development and use of assessment and accountability systems. She leads the Bank's work on learning assessment and is a member of the READ Technical Group. In addition to assisting individual countries, such as India, Jordan, Kosovo and Mongolia, to improve their student assessments, her recent projects include developing tools for evaluating the quality of assessment systems and overseeing the production of a book series on how to carry out a national assessment of educational achievement. She has a

Doctorate in educational research, measurement and evaluation; a Bachelor's degree in primary education; and a Master's degree in bilingual and multicultural education. The recipient of a Fulbright Fellowship and other awards, Dr. Clarke has published extensively on university rankings; the impact of testing on teaching and learning; and the use of tests for promotion, graduation and university admission decisions. She is on the editorial board of the journal, *Theory into Practice*.



**MARIA JOSE RAMIREZ** is an Education Specialist in the Human Development Network at the World Bank. She has been working on the SABER-Student Assessment initiative, developing tools for evaluating the quality of assessment systems. Before joining the Bank, she was involved in key reforms of the assessment system in Chile, having responsibilities in both national and international programs. In the Chilean Ministry of Education, she headed the data analysis unit of the assessment system (SIMCE) (2005-06) and worked as a national coordinator for TIMSS (1998-2000). She also was the Director of Undergraduate Studies at Universidad Diego Portales, Chile (2007-9). She led university-level projects related to quality assurance, institutional analysis, accreditation, and academic evaluation. In the U.S., she

was a research assistant in the TIMSS & PIRLS International Study Center (2000-4). She received her Ph.D. in educational research, measurement and evaluation from Boston College (2004) and was the recipient of a Fulbright scholarship (2000) and the 2005 award for best empirical dissertation from the International Association for the Evaluation of Educational Achievement (IEA). Her work and publications focus on educational evaluation, students' achievement, and comparative education.



**MARLAIME LOCKHEED** is a former senior official of the World Bank, where she headed the World Bank Institute's Evaluation Group, having served as Education Sector Manager in the Middle East and North Africa, 1997-2000, and Director for Education, ad interim, for the World Bank, 2000-2001. Lockheed also directed major studies on primary education in developing countries, primary education in India, education decentralization, and educational assessment. Prior to joining the World Bank, she was a principal research scientist at Educational Testing Service, where she directed research on gender equity in education and testing. She served as Vice-President of the American Educational Research Association, a member of the U.S. National Academy of Science's National Research Council's Board in International and Comparative Studies in Education, and Associate Editor of *Educational Evaluation and*

*Policy Analysis* and was awarded AERA's Willystine Goodsell Award for Research on Women in 1985. She has taught at Stanford, Harvard, the University of Texas and most recently at Princeton University's Woodrow Wilson School of Public and International Affairs. She is also a former visiting fellow at the Center for Global Development where she completed two books on girls' education.



**NILS GEISSLER** is the Head of Education at Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). He is an expert in educational policy, in particular on sector program planning and quality management of educational institutions. After completing his PhD in international law at the University of Kiel, Dr. Geissler worked for the United Nations High Commissioner for Refugees and as adviser to the Foreign Office and the International Commission of Jurists. Before joining GTZ/GIZ in 2010, he has been working at the Saxon State Chancellery and the Saxon Ministry of Education for a number of years, lastly as the Head of the Division on Educational Policy, Economics and Monitoring. Along with his professional work, he has been a volunteer with Amnesty International, inter alia as chair of the board and member of international working groups.



**OSAMHA OBEIDAT** has been working with the Jordan Education Initiative (JEI) for more than two years first as an education specialist and now as the head of monitoring and evaluation. He also worked with the Queen Rania Award for Excellence in Education as an assessor. He has a deep understanding of the educational system in Jordan and other countries as well. He worked with teachers and principals from Jordan for more than 6 years in various capacities. His international experience includes working for three years as an assistant to the director of the Institute for International Studies in Education at the University of Pittsburg. He was also Jordan Country Director for the Civic Education Project (a Washington-based NGO), co-designing an ICT in education policy for the government of Rwanda, and as an inspector for private schools in Abu Dhabi. Through his academic and professional journey, Osama received several scholarships, fellowships, and grants from the government of Jordan, universities in the United States, and from the EU through the TEMPUS mobility program.

**OUSMANE SENGHOR** is a Senior Programme Officer at the Gambia National Commission for UNESCO. He participated in the development of various sub-sectoral policies for the Gambian Ministry of Basic and Secondary Education such as the In-Service Training Policy and the Science, Technology and Innovation Policy. He was very instrumental in the drafting of the Basic Education Curriculum Framework. Since 2007, Ousmane has been a core team member of the national task force on assessment. His work on assessment data has enabled the Ministry of Basic and Secondary Education to strengthen various aspects of related policy issues to address the quality of education in the Gambia. He recently coordinated the 2011 Early Grade Reading Assessment in The Gambia.



**ROBIN HORN** is Education Sector Manager for the Human Development Network of the World Bank. From 2002 until 2006 he was Lead Education Specialist in the World Bank's Europe and Central Asia Region where he had lead responsibility for the World Bank's education program of analytic work and lending for Turkey. Between 1992 and 2003 he was responsible for the Bank's education program for Brazil, as well for other countries in the Latin American and Caribbean Region. During that period, he lived in Brazil. Robin Horn's work with the Bank has involved collaboration with national governments, state governments, civil society organizations, and academics in the US and across the world. His education sector research, programs, and projects have focused on education quality, learning outcomes, management, and finance for basic, secondary, and tertiary education systems. Before joining the World Bank, Dr. Horn worked as an education economist in the United States Agency for International Development and as a researcher with the private sector providing analysis and support to the U.S. Federal Government. Dr. Horn has a PhD. in Economics of Education from Columbia University in New York City.



**VIKTOR BOLOTOV** is Vice-president of the Russian Academy of Education (PhD in Mathematics and Physics, Doctor of Pedagogy). From 1975 until 1990 he was senior teacher, associate professor at the Krasnoyarsk State University. He established and headed (1987-1990) a Psychologic-Pedagogical Department at the Krasnoyarsk State University. This Department piloted the introduction of a new strategy for teachers training based on the individual oriented concept. In recognition of a success in mainstreaming Russian teachers training, Dr. Bolotov was invited to the Ministry of Education of the Russian Federation as a Head of the Department of Teacher Training Education. In 1992 was appointed Deputy Minister, in 1993 – First Deputy Minister, in 2001 – reconfirmed First Deputy Minister of the merged Ministry of Education of the Russian Federation, in 2004 – 2008 - Head of the Federal Service of Supervision in Education and Science, in 2008 – Vice-president of the Russian Academy of Education. Dr. Bolotov has over 100 publications in the area of mathematics, teachers' training, and education reform in Russia. He made a significant contribution to the development of international programmes in Russia (TACIS programmes, World Bank Education Loan activities, Open Society Institute and British Council projects). Dr. Bolotov was one of the leading experts to develop the strategy for education system modernisation in the Russian Federation which was approved by the State Council and Government of the Russian Federation. He coordinates the experiment on the unified state examination which is an attempt to introduce an external standardized assessment in Russian education and eliminate a costly dual system of school leaving and university entrance examinations.



**YULIA TYUMENEVA** (PhD in Psychology) is Head of the Masters program “Educational and Psychological Measurement”, as well as a lecturer and researcher at the National Research University – Higher School of Economics. She is an expert in the fields of developmental psychology and measurement in education. She has experience in secondary analysis of results from national and international surveys and a good knowledge of national and regional educational assessment systems, as well as experience in designing questionnaires and surveys in the educational field. She is currently involved in two research projects: 1) Trends of schooling achievements: investigation of the social and educational factors determining the reading literacy of Russian schoolchildren; and 2) Monitoring of educational and work trajectories of school graduates.