



# Learning Assessments in Sub-Saharan Africa

**A snapshot of the situation: Challenges, needs and opportunities to improve learning outcomes**

June 11<sup>th</sup>, 2020

# What is TALENT?

**Teaching  
And  
Learning  
Educators'  
Network for  
Transformation**



**Focus areas:  
SDG  
Targets 4,1;  
4,2; 4,7; 4,c**



Association for the Development of Education in Africa



Education Internationale  
Internationale de l'Éducation  
Internacional de la Educación  
Bildungsinternationale

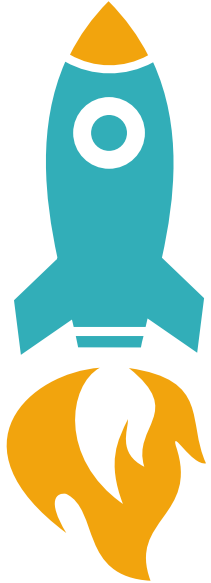
# The Network at country level



*Directors of:*

- *Learning Assessments*
- *Teacher training*

- Overall 213 participants from 44 Sub-Saharan African countries at TALENT's workshops since 2016



# Action of TALENT and its partners

- **Capacity strengthening workshops**
- **Studies (analytical mapping of LAS; Policy brief on the use of LA data; analysis of ESP)**
- **Action-research on teaching and assessing 21CS**
- **Knowledge sharing (online platform and webinars)**

# SDG4: A new focus on the quality of learning



4.1

Relevant and effective learning outcomes in primary and secondary education

4.2

Readiness for primary education

4.4

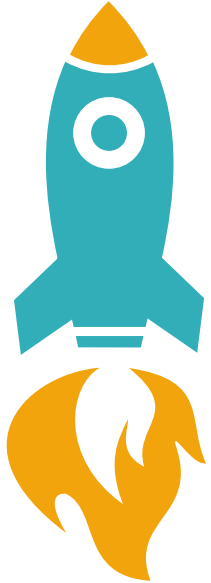
Technical and vocational skills for employment, decent jobs & entrepreneurship

4.6

Youth and adult literacy and numeracy

4.7

Competencies for global citizenship and sustainable development



# Types of assessment



## **Based on its function:**

- Summative
- Formative

## **Another way to look at learning assessments:**

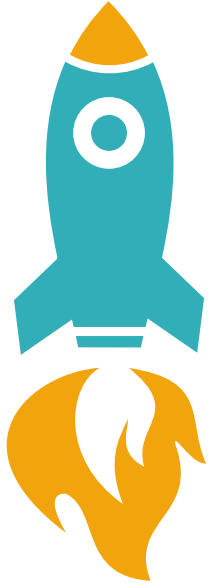
- High-stakes exams
- International and Regional Large scale learning assessments
- National Large Scale Learning Assessments
- Classroom based assessment
- Citizen-led Assessments (UWEZO, Beekunko, etc.)

# Analytical mapping - findings



- Regional programmes (PASEC and SEACMEQ) are well established and they have regularly taken place over the last 3 decades
- More and more countries include learning assessments as a fundamental part of their ESP
- Out of 48 countries in the region, at least 34 have realized a national assessment since 2015
- Progresses have been observed in the establishment of dedicated structures
- There is still a quality gap between the standards of international and regional assessment and national assessment
- The majority of national assessments (27 countries) are conducted by Ministry of Education staff, sometimes within the framework of a dedicated national institution (21 countries) or a department of the Ministry of Education.
- EGRA and EGMA have been implemented in almost all countries in the region
- The financing of assessment systems by donors and international projects (e.g. Cameroon, Ghana, Nigeria) is significant

# Analytical mapping – opportunities and needs



- Promote South-South reflection on the institutional positioning of evaluation structures (sharing of organization charts, missions and statutes)
- Organize training on item response theory and item design, creating tests that are comparable over time, and creating competency scales.
- Improve information on the funding of evaluations (sources and cost structure) – improve budgeting process of learning assessments
- Promote online publication and dissemination of assessment reports
- Carry out regular quality measurements (every 3 years), especially when implementing curriculum reforms
- Better targeting of teachers in the dissemination of results



# Focus on the use of Learning Assessment data – key barriers

Despite all the progress made in terms of assessing learning it is hard to show that assessments can effectively improve education policies – underutilization of data

## **Lack of ownership**

In many countries LSLA are not institutionalized and budget comes from external sources

## **Slow release of results**

Data from large-scale assessments is not analyzed quickly, and reports are not published on time

## **Poor institutional collaboration**

Loose or poor link with the policy and process sections as well as the education administration sections

## **Lack of integration between LSLA and other assessments**

Need to reduce the conflict between LSLA and formative assessment



# Thank You!



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