

INTRODUCTION

Large-scale learning assessments can be used to generate performance and contextual data on student learning outcomes. They can be national, regional, or international; school based or household based. The UNESCO International Institute for Educational Planning (IIEP-UNESCO) has conducted a qualitative study to explore both how and why learning assessment data are used in six sub-Saharan African countries.

This Information Sheet provides background details for IIEP's Policy Brief on Namibia. It looks at the characteristics and setting of student assessments, presents the roles and responsibilities of the different actors, and sets out the documented uses of learning data.



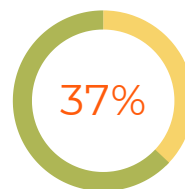
KEY FIGURES (UIS, 2018)

2 448 000

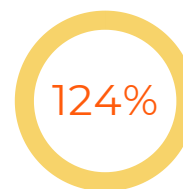
POPULATION

651 268

SCHOOL-AGE CHILDREN
(PRIMARY & SECONDARY)



AGED 14 YEARS
AND YOUNGER



PRIMARY GROSS
ENROLMENT

BACKGROUND

Namibia conducts three large-scale assessments: the **National Standardised Achievement Test (NSAT)**, the **Southern and Eastern African Consortium for Monitoring Educational Quality Survey (SEACMEQ)**, and the **Early Grade Reading Assessment (EGRA)**.

The NSAT is funded by the Ministry of Education, Arts and Culture (MoEAC). At its inception, technical assistance came from the American Institutes for Research, supported by funding from USAID, and then by the Millennium Challenge Account. The SEACMEQ is largely financed by the MoEAC, having previously been funded by Funds-in-Trust agreements with UNESCO and the governments of Italy and the Netherlands. The EGRA was financed by the MoEAC and the European Commission.

ASSESSMENT FREQUENCY



1995 2000 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019



ASSESSMENT DETAILS

TEST POPULATION

SUBJECTS ASSESSED

TEST FRAMEWORK

BACKGROUND QUESTIONNAIRES

NSAT

Grades 5 & 7

Grade 5: Maths; English
Grade 6: Maths; English;
Natural science

Curriculum based

None

SEAC MEQ

Grade 6

Reading; Maths; Health knowledge (HIV/AIDS: teachers also assessed on this)

Competency based

Learners: characteristics, home and learning environments
Teachers: characteristics, classroom resources, professional support
Principals: characteristics, infrastructure, school operation and problems

EGRA

Grades 2, 3 & 4

Pre-reading skills (letter names/sounds, phonemic awareness);
Listening comprehension;
Reading skills (word, invented word, and narrative reading, reading comprehension)

Competency based

Teacher questionnaires on learner attributes and classroom factors

ACTORS, ROLES, AND RESPONSIBILITIES

Centralized level

Directorate of National Examinations and Assessment (DNEA)

- Provides statistics for monitoring educational quality
- Designed NSAT together with external consultants
- Manages NSAT: collects, processes, analyses, and disseminates data
- Organizes regional training workshops on how to use NSAT results

National Institute for Educational Development (NIED)

- Uses learning assessment data for planning/revising curriculum, in-service teacher training, and developing teacher materials
- Worked with PAD to develop SEACMEQ questionnaires
- Designed EGRA pilot and analysed and disseminated results to regions and other stakeholders, with support from CfBT Education Trust
- Trained educators on EGRA; monitored and supported teachers in using EGRA within their regions

Directorate of Educational Planning and Development (PAD)

- EMIS unit leads SEACMEQ studies in Namibia: developing questionnaires, implementing assessments, analysing results, disseminating data
- Uses data to set KPIs in ministerial strategic plans
- Reports on NSAT performance in annual plan reviews, comparing regions against national targets

Decentralized level

Regional education directorates

- Handle logistics of giving/collecting assessment materials to/from schools
- Disseminate NSAT reports to other regional actors
- Plan continuous teacher professional development activities, based on NSAT data
- Supported EGRA implementation by providing tools to schools



PROGRAMMES AND TOOLS INFORMED BY LEARNING ASSESSMENT DATA

▶ SEACMEQ

- Continuous teacher professional development
- Compulsory maths
- Textbook provision in core subjects
- Introduction of the EGRA



▶ EGRA

- Development of manuals on how to teach phonics and phonemic awareness
- Revision of the literacy component of the curriculum



▶ NSAT

- National curriculum reform
- Textbook policy
- In- and pre-service teacher education and training programmes



CONTACT



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