

Presentation on cameroonian experience in learning assessments

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1- Description of conducted large-scale learning assessments

Name of <u>national</u> large-scale learning assessment	Frequency (Ex. annually, every x years)	Students' age or level of education	Sample size	Subjects or domains	Main users of data and results
SOFRECO 2011:	2011	5th year of primary education for Language and Mathematics	<ul style="list-style-type: none"> • 180 schools 	Language of schooling (French and English) and mathematics	Stakeholders from ministries of education, Technical and Financial partners (UNESCO, UNICEF, World Bank, etc.)
Assessment of Student Achievement in Language of Instruction and Mathematics	In 2016	CP/CL2, CE2/CL4 ET CM2/CL6	<ul style="list-style-type: none"> • 9000 students • 540 teachers • 180 school principals 	Language of schooling (French and English) and mathematics	Stakeholders from ministries of education, Technical and Financial partners (UNESCO, UNICEF, World Bank, etc.)
Name of <u>international</u> large-scale learning assessment	Frequency (Ex. annually, every x years)	Students' age or level of education	Sample size	Subjects or domains	Main users of data and results
PASEC 2014 : Performance of the Cameroonian Education system skills and success factors at the primary level	2014	Beginning(2 nd year) and end (6 th year) of primary education	Almost 390 schools More than 4880 students evaluated	<ul style="list-style-type: none"> • Oral and written comprehension • Familiarisation with writing and decoding-reading • Decoding isolated words and sentences • Text comprehension • Arithmetics • Geometrics, space and measurement 	Ministers of Education from French-speaking Governments, Technical and Financial partners (UNESCO, UNICEF, World Bank, AFD, DCC, OIF, etc.), experts, consultants and education researchers

2- Expectations related to these assessments

Assessment of students' performance in language of schooling and mathematics

- *Measuring students' mastery of skills thresholds and comparing them to objectives in the curriculum;*
- *Identifying factors that enhance or hinder difficult learning by relating students' skills with education indicators at 3 levels: socio-economic context of students' families, teaching/learning conditions and education policy orientations.*

PASEC 2014 : Performance of Cameroonian education system : Skills and success factors in primary education

- *Globally, PASEC international assessments aim to help CONFEMEN contributing to global and national discussions on quality education for all;*
- *Looking for factors associated with the performance of the assessed education systems;*
- *Building international comparisons on students' competencies at the beginning and end of primary education to analyse and better understand the efficacy and the equity of education systems.*

3- Lessons learned from these assessments

- ✓ *Students from the same school level don't have the same opportunities to perform at school*
- ✓ *Pre-school education improve the performance*
- ✓ *Grade repeating affects negatively educational outcomes*
- ✓ *Having books at home increases educational outcomes*
- ✓ *The availability of a reading or mathematics textbook in class is associated to a better performance*
- ✓ *Students with illiterate parents have worst academic performances*
- ✓ *Students who speak the language of schooling at home are more likely to perform better at school*
- ✓ *Teacher's qualification is a factor affecting the performance*
- ✓ *In-service training improves academic outcomes*
- ✓ *Having a female principal is associated with better outcomes*
- ✓ *Principal's initial training is a factor affecting quality*
- ✓ *The rural context negatively affects the outcomes*
- ✓ *Having a library in the school is associated with better learning achievements for the students*

4- Specific uses

- ❑ *Introduction of the Syllabic method at level 1 of reading;*
- ❑ *Introduction of the newest vision in learning assessment;*
- ❑ *Reorganisation of primary education in three levels with collective promotion inside each level;*
- ❑ *Curriculum reform for pre-school and primary education;*
- ❑ *Use of the results in the diagnosis of the education sector to update the Education Sector Plan in 2020;*
- ❑ *Provision of language of schooling textbooks (English for English speaking systems and French for French speaking systems) and mathematics textbooks for primary students;*
- ❑ *Information on Sustainable Development Goal SDG4, on 2030 United Nations Agenda and on 2063 Union of Africa Agenda*

5- Challenges faces in terms of reporting, dissemination and use of results

- ❖ *The integration of the dissemination's budget in the budget of the assessment's implementation, in order to avoid the unavailability of means to realise this second stage;*
- ❖ *Disseminate the learning assessment's results to all education stakeholders (decision-makers, inspectors, teachers and parents)*
- ❖ *Concerning the use of the results, we need to insist in taking in consideration pedagogy inspectors' recommendations, raising the awareness of teachers and parents about good practices as improving learning conditions, the need of pre-school education, the usefulness of textbooks, parents' level of education, the mastery of knowledge by the teacher, etc.*

**Thanks for your
kind attention!**