


REGIONAL WORKSHOP ON NATIONAL LEARNING ASSESSMENT SYSTEMS IN SUB SAHARAN AFRICA: SHARING OF KNOWLEDGE AND EVALUATION OF NEEDS

PRESENTATION FROM NIGER



PRESENTATION CONTENTS

- ❖ Global framework and regulatory texts for continuous and regular assessment of teaching/learning
 - ❖ Continuous assessment of learning
 - ❖ Challenges
 - ❖ Difficulties
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GLOBAL FRAMEWORK AND REGULATORY TEXTS FOR CONTINUOUS AND REGULAR ASSESSMENT OF TEACHING/LEARNING

LOSEN: LAW n° 98-12 from 1^{er} June 1998 on course choice in the Nigerien education system

Stipulates:

Article 74. - Follow up and assessment to be established at local, regional, and national levels.

Article 75. - Criteria and methods of assessment determined by regulatory texts

Framework for curriculum course choice(COC)

Regarding assessment, formative assessment should be completed conforming with article 20 of the LOSEN and respecting course choices made in the new curriculum, namely :

- Assess both result and approach, knowledge and attitude, process and product ;
- Combine the continuous evaluation with the final judgement ;

GLOBAL FRAMEWORK AND REGULATORY TEXTS FOR CONTINUOUS AND REGULAR ASSESSMENT OF TEACHING/LEARNING

- **Assess using authentic situations, not just artificial problems;**
- **Integrate assessment for learning;**

Assess while learning takes place, from a formative perspective;

- **Favour self-assessment by the student implementing them in the role of assessing or peer-assessing their own performance.**



EDUCATIONAL POLICY CORRESPONDANCE FOR THE PERIOD 2013 - 2020

Measures relative to improving the quality of basic education

- renew assessment plan for students in foundation stage 1 and foundation stage 2 who succeeded in CFEPD reforms
- implement a national remediation system (to allow students with learning difficulties to be supported within the framework of schools) based on mentoring in foundation stage 2

SECTORAL EDUCATION AND TRAINING PROGRAMME (PSEF) 2014-2024

- Focus on:
 - Curricula reform
 - Assessment and certification method reform
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CONTINUOUS LEARNING ASSESSMENT

Continuous assessment is a process which allows learners' acquisitions to be followed in order to put them in a progressive and trustworthy dynamic.

- **Makes sense of teaching-learning, completed by teachers in classrooms,**
- **Permanent, dynamic, and discriminatory process:**

With the following objectives:

- **Identify difficulties related to teaching/learning;**
 - **Propose remediations;**
 - **Make decisions.**
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ASSESSED DISCIPLINES

- **French**
- **Mathematics,**
- **Background study**

Grading system constitutes grades in figures and comments.


Assessment tools : Closed, open, multiple choice, alternative choice, circumstantial choice questions.

Remediation system: remediation is not effective; carried out by some teachers in class.


Pedagogical reinforcement system :

- CAPED
- Supervisory support (class visits)
- Headteacher support
- Distance learning

CHALLENGES

- **Continuous assessment is a useful method to help teaching/learning**
 - **Student participation in their own assessment improves assessment, encourages responsibility for learning and improves confidence**
 - **Taking into account diversity of learners**
 - **Differentiate and methods and types of assessment**
 - **Establish a culture of continuous assessment**
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DIFFICULTIES

- **Tendency to treat continuous assessment as summative assessment**
 - **Creating coherent questions in keeping with objectives; scales to apply, elements to value or penalise**
 - **Precisely identifying the causes of learner difficulties (source of errors and reasons for the difficulty)**
 - **analysing success and failure, designing and implementing remedial activities and consolidating learning**
 - **Clearly defining learning objectives of the session**
 - **Communicating to students assessment objectives to allow them to produce appropriate work and reinforce their confidence.**
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THANK YOU

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)

