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

**LOSEN:** LAW n° 98-12 from 1<sup>er</sup> 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;
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
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.
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
- 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
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.
THANK YOU

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