

The status of learning in Somalia

The Global Alliance to Monitor Learning (GAML)

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Outline

1. The current situation of learning outcomes in the country

2. Lesson learnt from the recent implementation of a pilot

3. Next steps

The current situation of learning outcomes in the country

- Since 2013, ad-hoc assessments of student learning at the primary level have been undertaken in Somalia
- Mostly carried out by international NGOs, often with limited government involvement
- Administered using very small samples or only in schools pre-selected as part of program evaluation exercises
- Some studies utilized one tool to assess learners at 4 different levels. Consequently, the assessment questions were too easy for some of the learners and too hard for others

A government- led pilot

- In 2022, the Ministry began plans to harmonize the fragmented assessments and conducted a baseline to provide representative, reliable and valid data on status of learning in Somalia.
- Due to financial constraints, the assessment was restricted to the Banadir region and Southwest state.

More than 1300 students were assessed

Regions	Male	Female	Total
Bakool	101	119	220
Bay	281	257	538
Lower Shabelle	318	248	566
Total	700	624	1324
Percentage	53%	47%	100%

What were the seven
lessons that we learned?

1. The purpose of the assessment must be clear from the outset since it has a significant impact on the design and implementation of the assessment.

2. It is vital to consider whether the assessment instrument is good enough for reporting against SDG 4.1.1.

3. The sample size should be large enough disaggregate data by sex and region and be grounded in statistical methodology.

4. Coordinating assessment development, implementation, and analysis across different states or regions requires strong collaboration and communication between federal and federal members states authorities.

5. We need to equip assessors with the necessary resources and training to effectively implement assessments. Child protection training (to prevent any untoward incident during the assessment) is also vital.

6. Consent should be taken from school principals, teachers and students and they should be informed that their responses will have no bearing on any funding decisions and no harm will come to students based on their responses.

7. And most importantly: every country should have their own national student learning assessment system over which they take ownership.

The plan for 2024

The Ministry plans to establish a national student learning assessment system that is: aligned with the curriculum and capable of generating data on student learning in a systematic, reliable, and credible manner.



What are the four planned steps?



1. Build the institutional framework of the national assessment system (with strong national and regional ownership).

2. Foster the capacity of assessment system staff to analyze and utilize assessment findings to inform teacher training and curriculum implementation, and the delivery of better instruction to raise learning outcomes for all.

3. Field test a trial assessment toolkit to promote learning by doing and help make the system operational.

4. Implement the assessment on a nationally representative sample of students, following the established sampling and administration procedures.

Thank you.

Questions?