

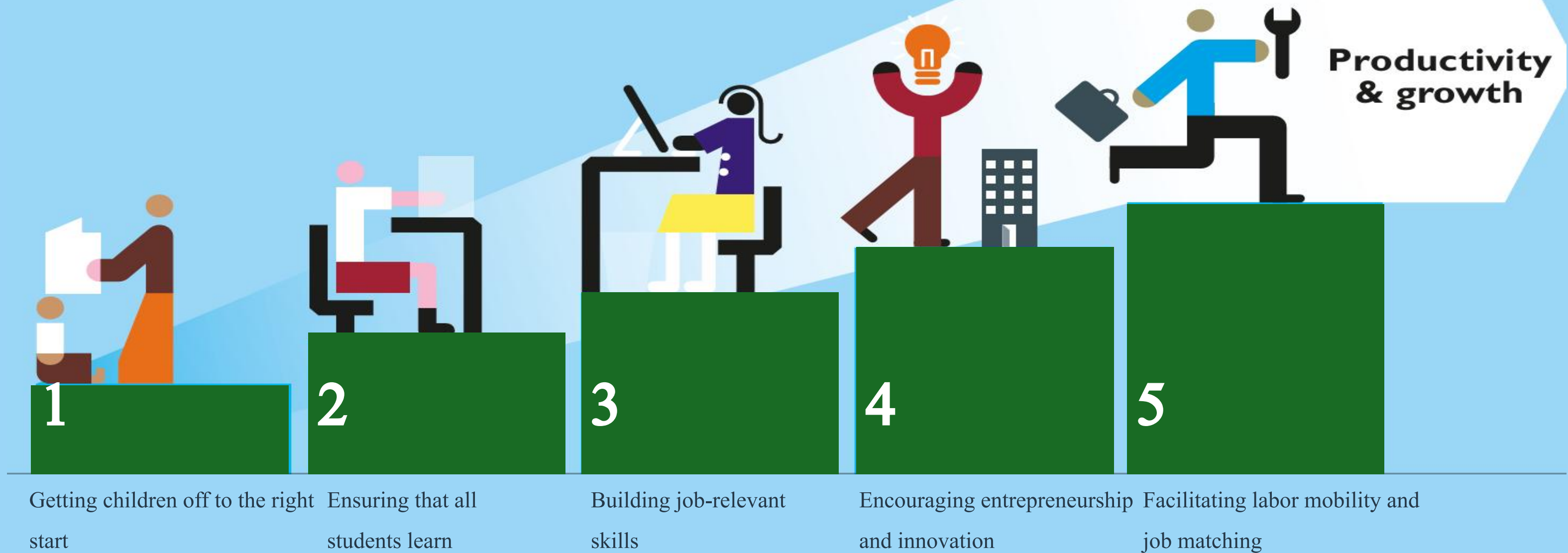
World Bank's Contributions in Strengthening Educational Assessment Systems for Data-Driven Decision Making and Policy Formation

Session Overview

1. Regional Gaps in SDG 4 Reporting and Learning Poverty
2. Educational Assessment Systems
3. World Bank's Learning Assessment Portfolio: An Overview
4. Global and Regional Initiatives
5. Case Studies: Ethiopia
6. Learning Assessment Resources
7. Question and answers with the audience.

Regional Gaps in SDG 4 Reporting and Learning Poverty

Learning poverty is an early-warning indicator of system quality building foundations for all subsequent learning, skills, and jobs



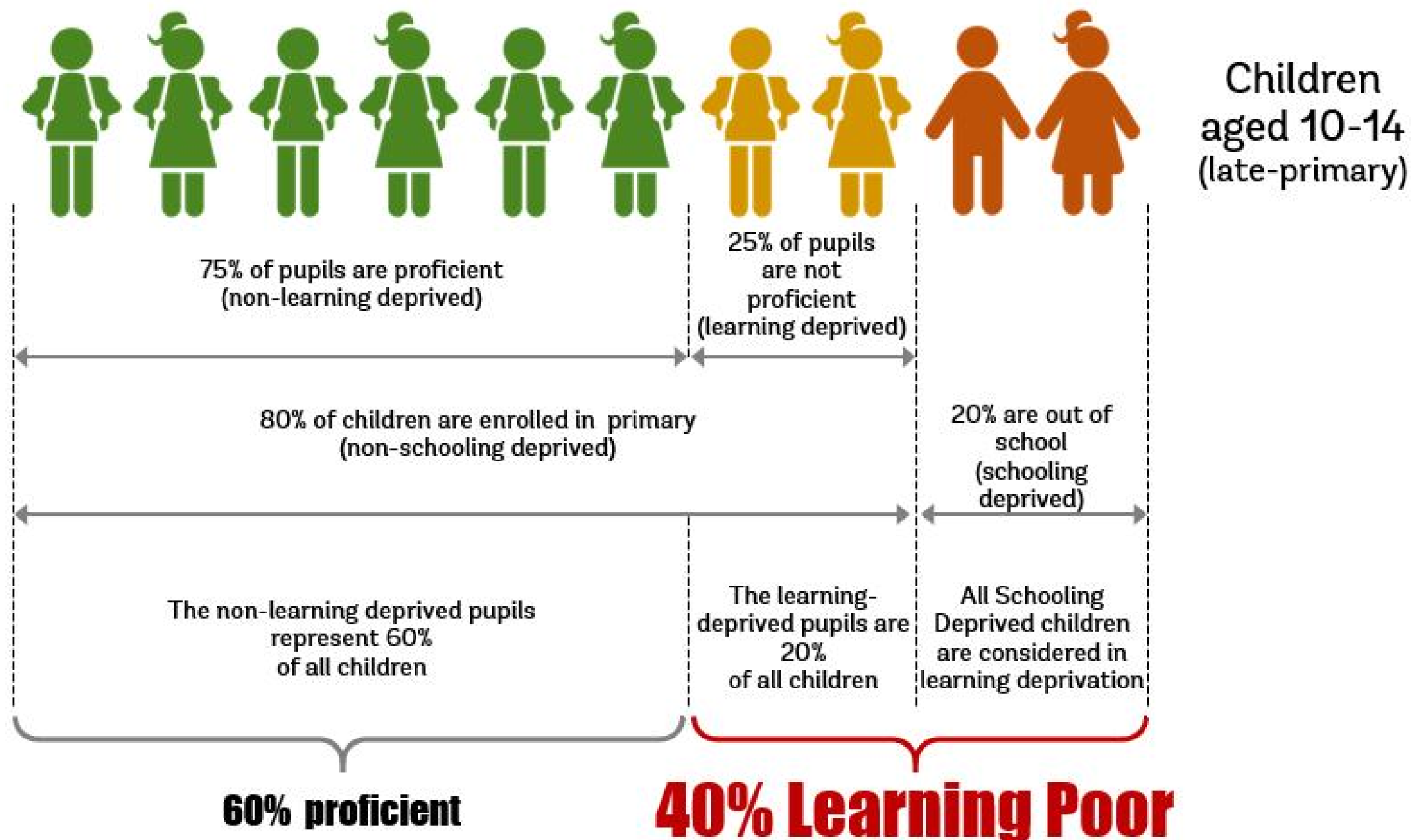
Learning poverty is the share of children who cannot read & understand a simple text by age 10

Example

A learning assessment found 75% of **pupils** to be reading proficiently

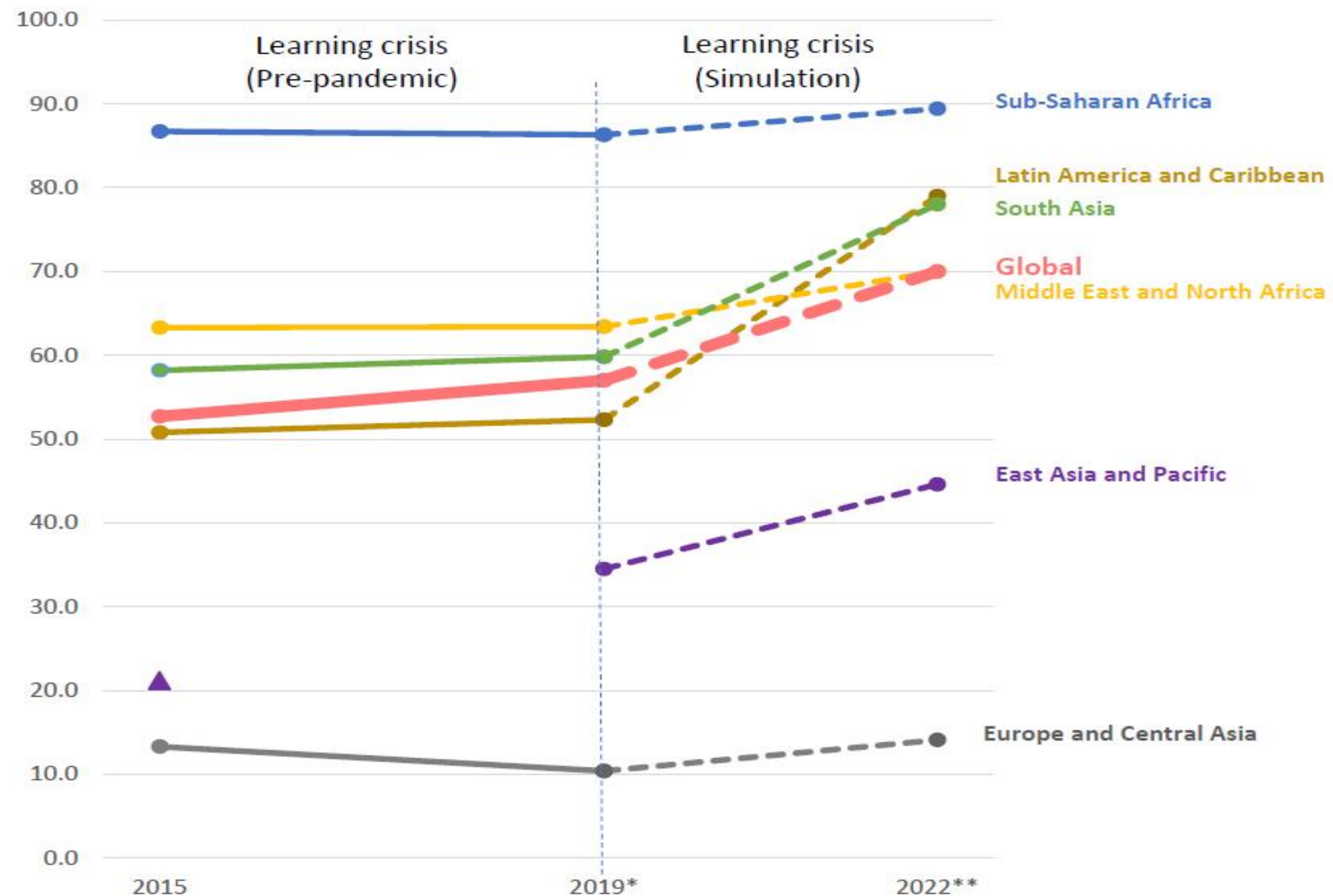
But only 80% of **children** are enrolled in primary

Learning Poverty is a combined measure of schooling and learning



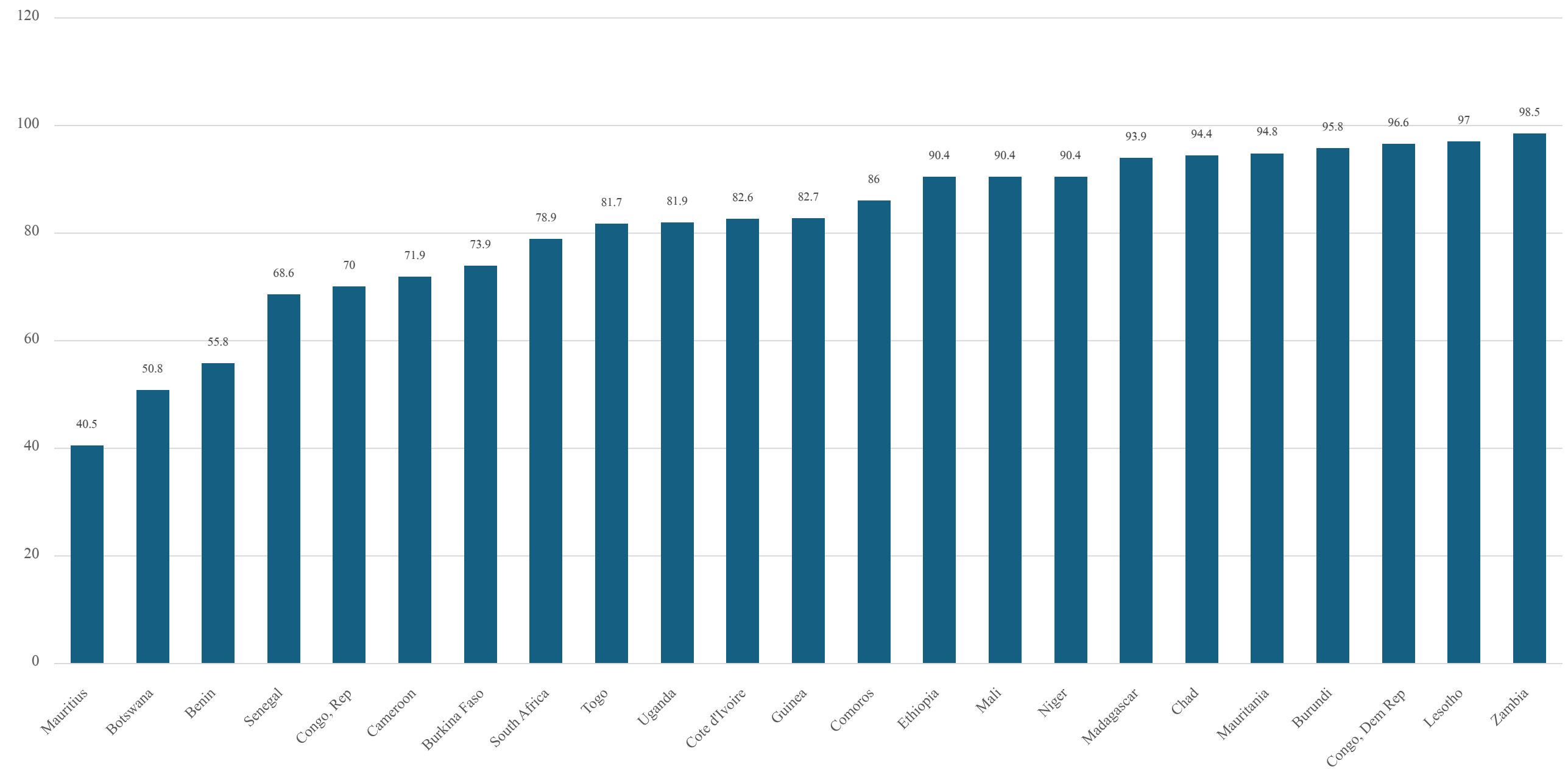
Global learning poverty estimates indicate alarmingly low learning levels and needs to strengthen foundations

Learning Poverty Globally and by Region (2015 and 2019, with 2022 simulation estimates)



And important learning data gaps to fill

Learning Poverty in SSA (2019)



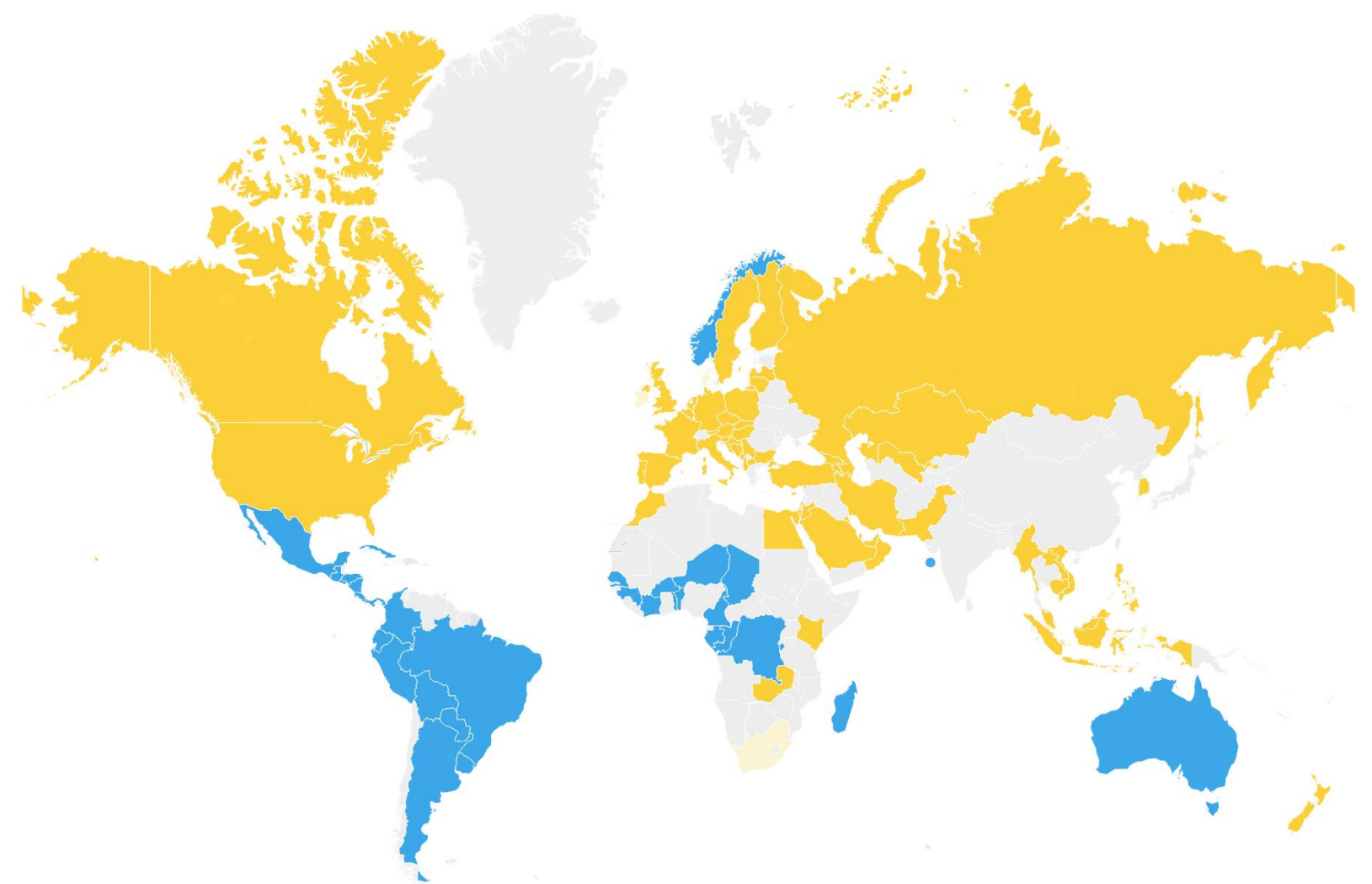
No Learning Poverty Estimate

- Angola
- Cabo Verde
- Central African Republic
- Equatorial Guinea
- Eritrea
- Eswatini
- Gambia, The
- Ghana
- Guinea-Bissau
- Kenya
- Liberia
- Malawi
- Mozambique
- Namibia
- Nigeria
- Rwanda
- Sao Tome and Principe
- Seychelles
- Sierra Leone
- Somalia
- South Sudan
- Sudan
- Tanzania
- Zimbabwe

Learning Measurement and Data

- Improving learning (and reducing learning poverty) requires regular and quality measurement of learning and analysis and use of the collected data to inform action
- Learning assessment systems in many countries do not monitor student learning outcomes with enough frequency and reliability
- The gaps in reporting on international learning indicators (SDG 4.1.1) illustrates these challenges

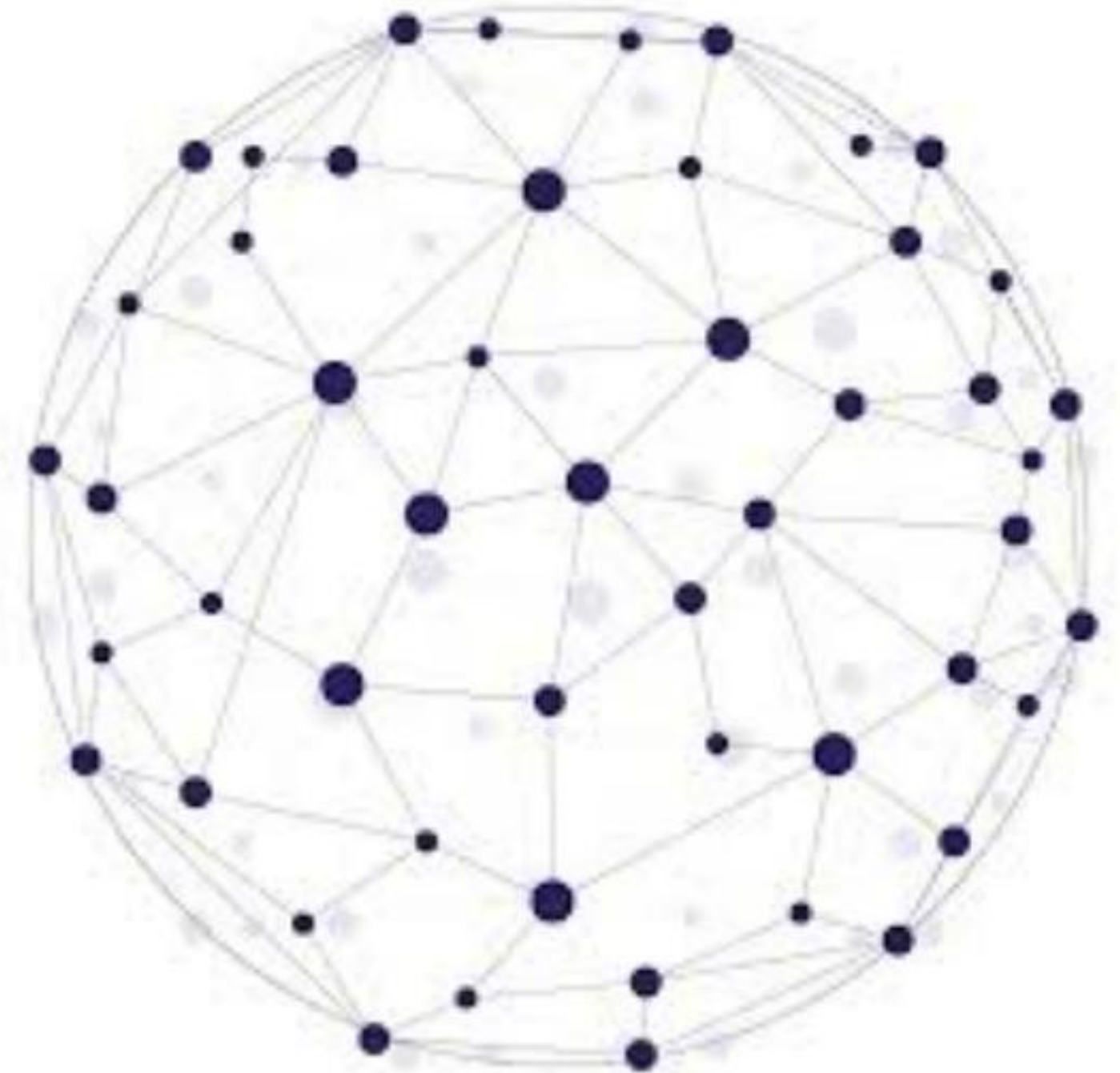
Country coverage for reporting on SDG 4.1.1 a or b over the last 8 years



Educational Assessment Systems

What is an Assessment System?

- It is a network of **policies, practices, structures, and tools** for generating and using information on student learning and achievement.



Key Activities in an Assessment System

Classroom assessment



Provide immediate feedback to inform classroom instruction

- *Low teacher capacity*
- *Lack of guidelines*
- *No accountability*

High-stakes examinations



Select or certify students as they move from one level of the education system to the next

- *Lack of fairness*
- *Malpractice/cheating*
- *Negative effects on curriculum and instruction*

Large-scale assessment



Provide information on system performance levels and contributing factors

- *Poor design*
- *Non-standardized administration and implementation*
- *Inadequate use of results*

What is an Effective Assessment System?

- Systems are effective when they **adequately address stakeholder information needs** about current learning levels and how to improve them.
- Assessment systems around the world vary in their capacity to generate and use information on student learning.

Three Key Drivers of Quality

Activity	(i) Enabling context	(ii) System alignment	(iii) Assessment quality
Classroom assessments	<ul style="list-style-type: none"> -Policies that promote the use of assessment for learning -Appropriate teacher training, support, and tools 	<ul style="list-style-type: none"> - Alignment with intended curriculum, desired learning outcomes/competencies - Integration into pre- and in-service teacher professional development 	<ul style="list-style-type: none"> - Depends on teacher capacity - Can be rich in formative feedback and learning relevance when well-designed and implemented
High-stakes examinations	<ul style="list-style-type: none"> -Clear policies defining stakes and uses -Strong governance mechanisms - Investments in examination bodies and infrastructure 	<ul style="list-style-type: none"> - Alignment with intended curriculum or desired learning outcomes/competencies - Alignment with desired teaching and learning approaches 	<ul style="list-style-type: none"> - High reliability and standardization are essential - Credible security mechanisms
Large-scale Assessments	<ul style="list-style-type: none"> -Political buy-in -Reliable and sufficient financing - Clearly defined institutional arrangements - Trained assessment teams 	<ul style="list-style-type: none"> - Alignment with intended curriculum or desired learning outcomes/competencies - Linkages to sector monitoring frameworks - Alignment with education policy and information needs 	<ul style="list-style-type: none"> - Technical rigor and comparability are essential - Utility of results linked to quality of analysis and reporting

Why Learning Assessment Data Matters?

System level

- Producing system-level indicators and learning targets.
- Identifying factors linked to system-level inefficiencies and learning inequities.
- Informing the attainment of curriculum learning standards and curriculum revisions.
- Guiding revisions to teaching and learning materials.
- Identifying thematic areas for educator professional development activities.

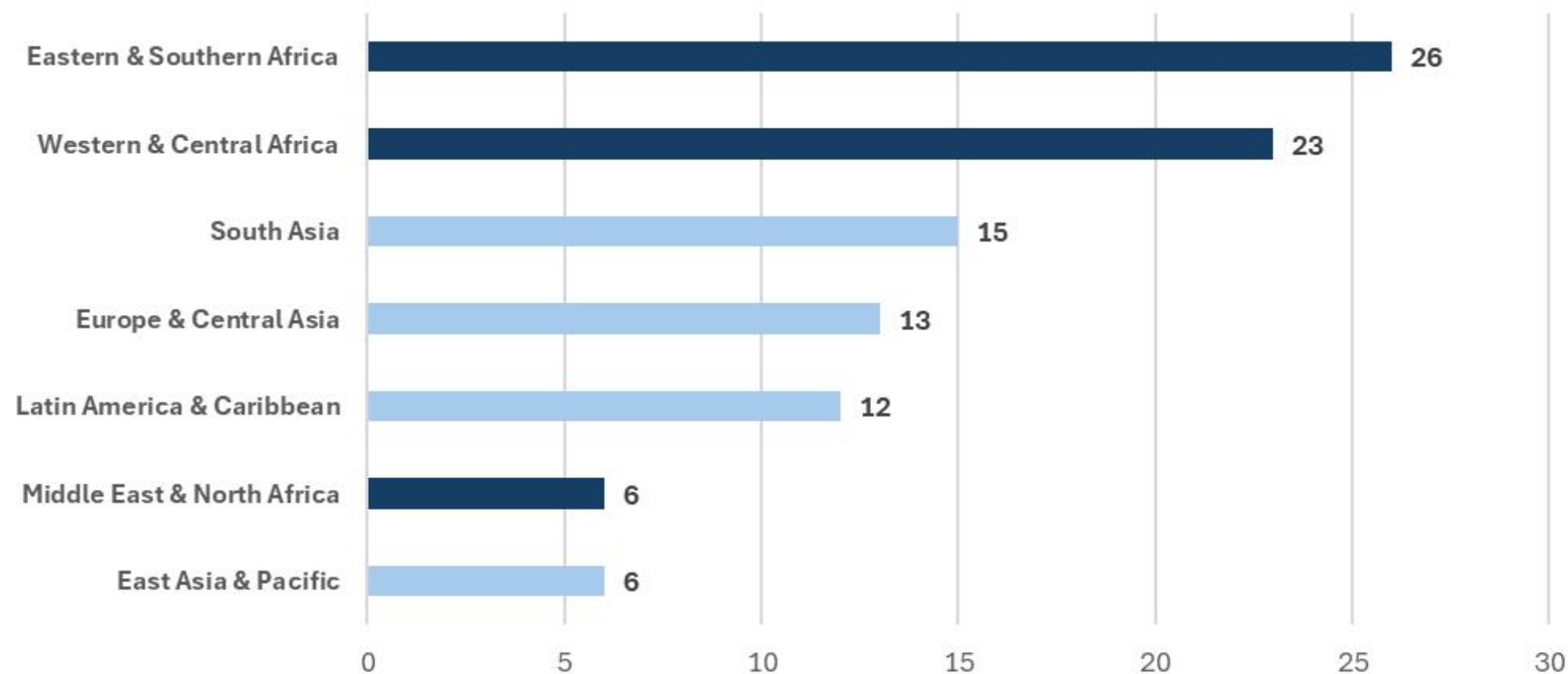
School and classroom levels (particularly for census-based assessments)

- Set targets for school improvement.
- Feedback on attainment of national learning goals.
- Increase accountability and inform about progress towards the achievement of minimum standards.
- Provision of additional support to underperforming schools and districts and recognition to high-performing ones.
- Information for caregivers and broader community on school performance.

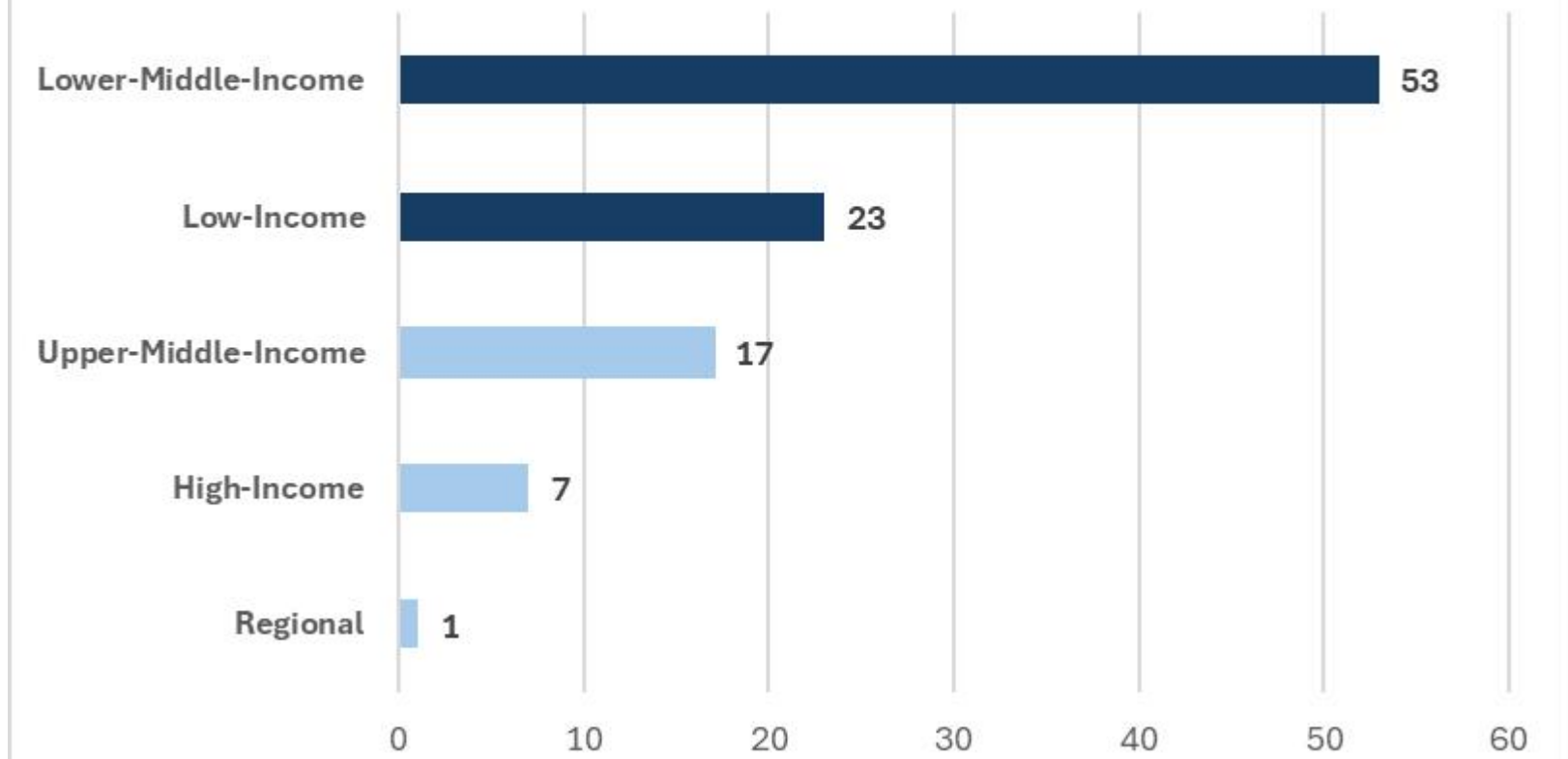
Learning Assessment Portfolio: An Overview

Most learning assessment portfolio projects are in Africa and are serving low-middle-income countries

Number of Active Learning Assessment Projects by Region

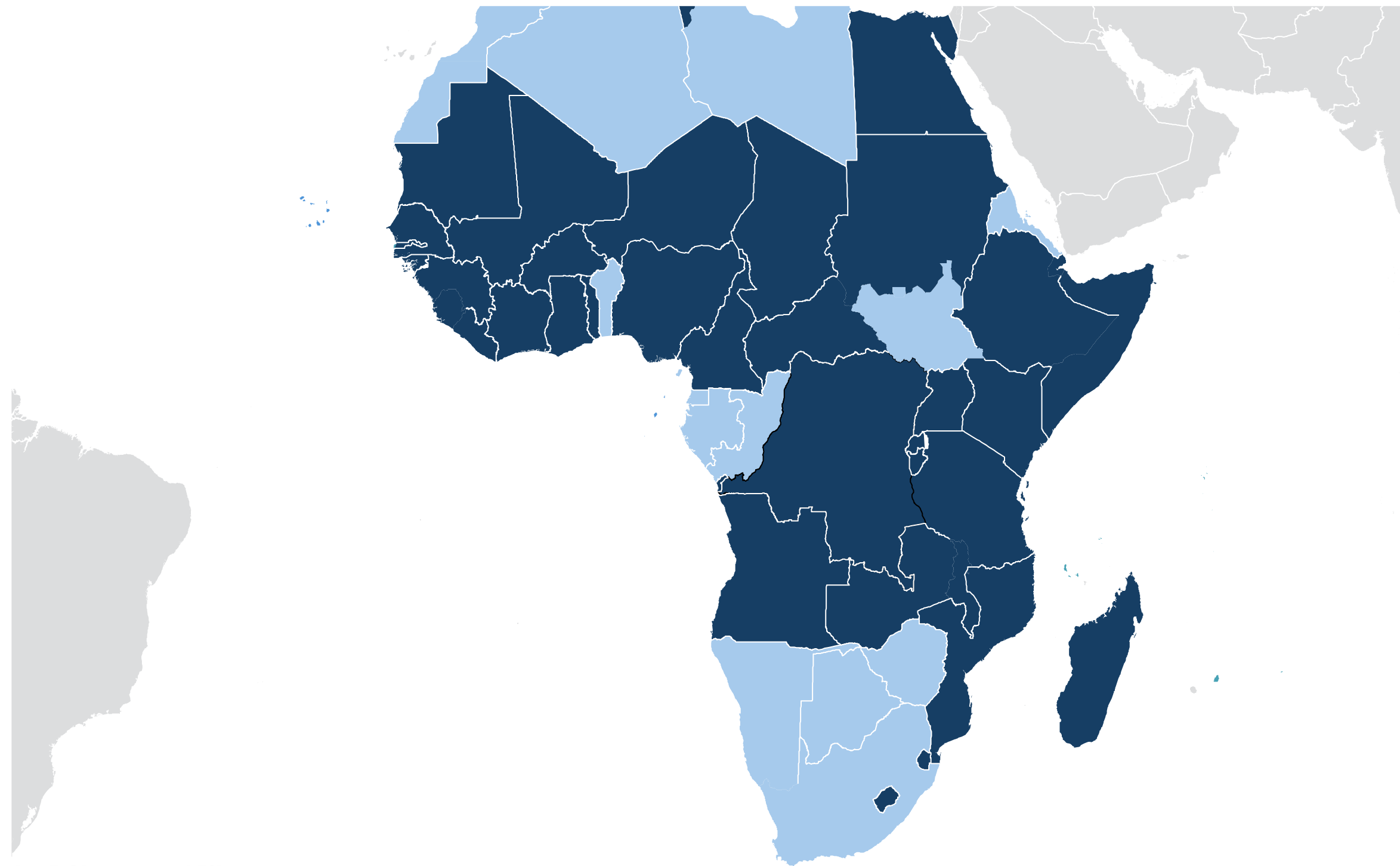


Number of Active Learning Assessment Projects by Income Level



*Note: Regional represents multicounty lending in specific region.

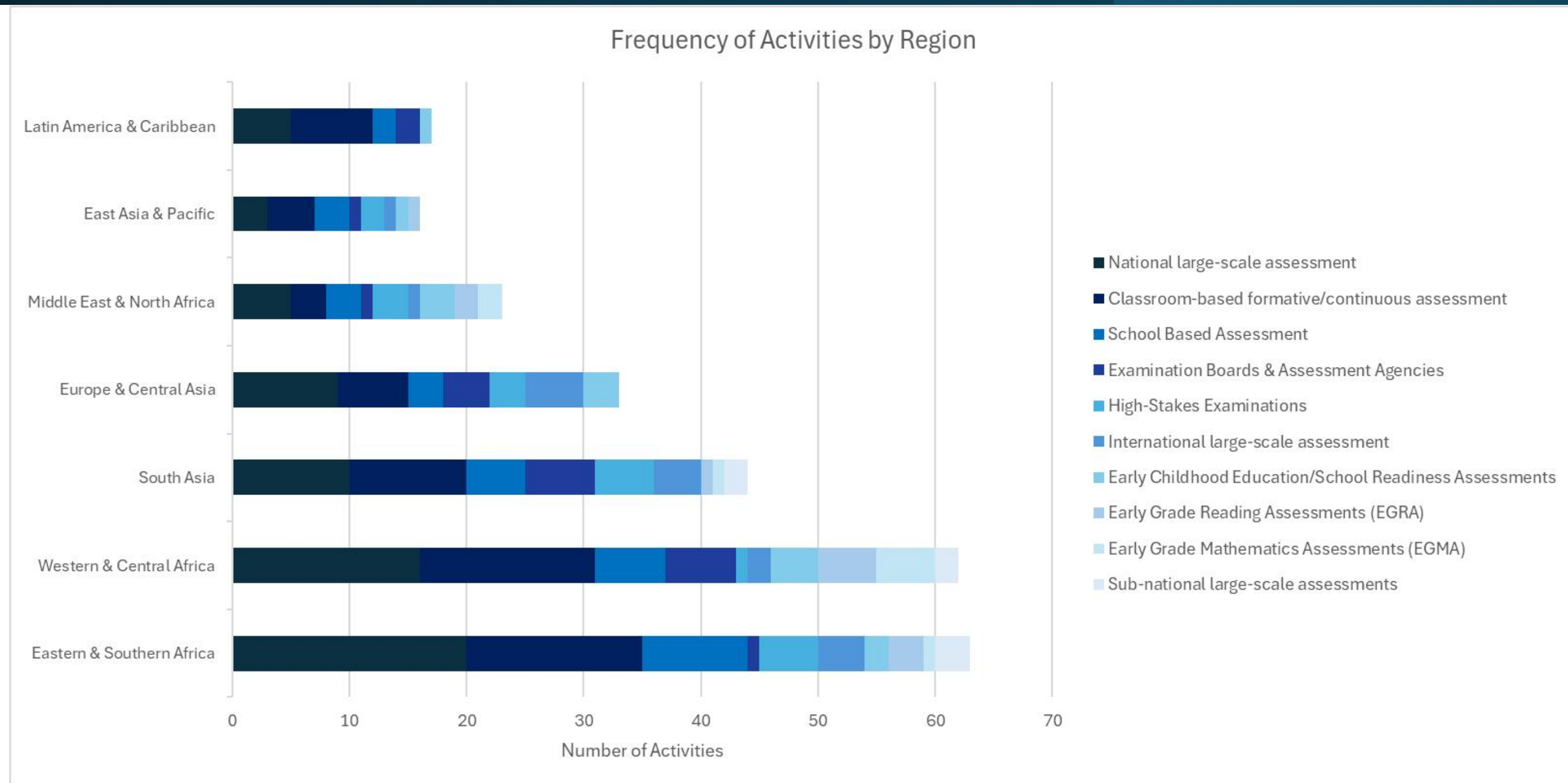
Countries with active WB projects that support learning assessment activities in Africa



Countries

1. Angola
2. Burkina Faso
3. Burundi
4. Cabo Verde
5. Cameroon
6. Central African Republic
7. Chad
8. Congo, Democratic Republic of
9. Cote d'Ivoire
10. Djibouti
11. Egypt, Arab Republic of
12. Eswatini
13. Ethiopia
14. Ghana
15. Guinea
16. Guinea-Bissau
17. Kenya
18. Lesotho
19. Liberia
20. Madagascar
21. Malawi
22. Mali
23. Mauritania
24. Mozambique
25. Niger
26. Nigeria
27. Rwanda
28. Sao Tome and Principe
29. Senegal
30. Sierra Leone
31. Somalia
32. Sudan
33. Tanzania
34. The Gambia
35. Togo
36. Tunisia
37. Uganda
38. Zambia

Most LA projects in Africa focus on National Large-Scale and Classroom-Based Formative Assessments



Global and Regional Initiatives on Learning Assessment

Accelerating Learning Measurement for Action (ALMA)

ALMA Grant Objectives

The ALMA Grants aim to support World Bank client countries:

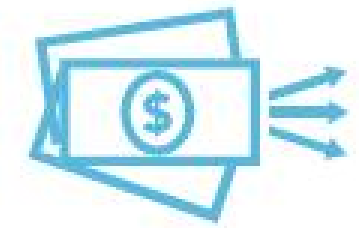
1. To systematically assess student learning outcomes in the primary education level at scale
2. Report to international learning indicators
3. Reduce existing learning data gaps

What ALMA Offers?

- **Technical support:** Advisory services and policy dialogue for the design and implementation of learning assessments.
- **Financing and operational support:** Implementation of learning assessments through World Bank projects.
- **Community of Practice:** Medium for knowledge exchange for World Bank staff working on learning assessment topics.
- **Knowledge products and capacity building tools:** Resources on key assessment topics for World Bank staff and clients.



TECHNICAL
SUPPORT



FINANCING
and OPERATIONAL
SUPPORT

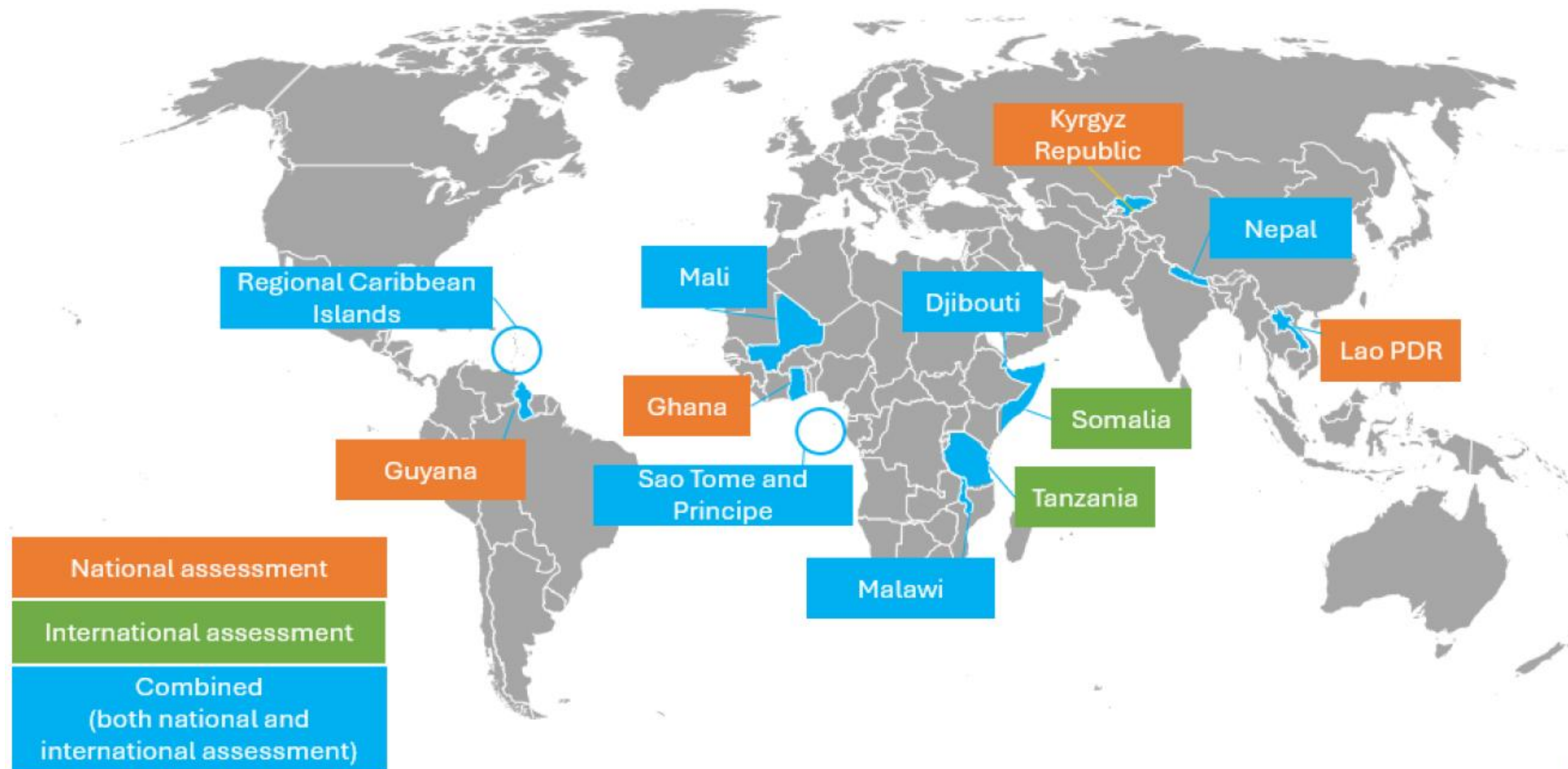


COMMUNITY
of PRACTICE



KNOWLEDGE
PRODUCTS and
CAPACITY
BUILDING TOOLS

Overview of ALMA Country Grants



Costing of Large-Scale Assessments in Sub-Saharan Africa

The World Bank's Learning Assessment team is conducting a study to report on the costs of large-scale learning assessment activities in SSA. The objectives of this study are to:

1. **Synthesize information** on the costs of national and international large-scale assessment activities in selected SSA countries.
2. **Identify and compare the trade-offs** of key large-scale assessment design and implementation features that directly impact costs.
3. **Draw policy implications** for strengthening learning assessment systems and large-scale assessment practices and promote improved accountability to education systems.

Participating Countries

- Angola
- Cote d'Ivoire
- Ghana
- Kenya
- Madagascar
- Tanzania

Benchmarking National Learning Assessments: Policy Linking Toolkit Implementation

Purpose:

- Supported countries to benchmark national assessments to Minimum Proficiency Levels to support SDG 4.1.1 reporting and policy use

Scope:

- Pilots and dissemination in **Ghana** and **The Gambia**; technical assistance and capacity building

Results and Lessons:

- **The Gambia** – Country positioned to report on SDG 4.1.1.b
- **Ghana** – Government expressed interest in using results to report on international learning indicators
- Scale-up – Methods and refinements informed subsequent implementations in **Rwanda** and **Pakistan**
- **Rwanda** – Implemented a benchmarking study using results of the 2021 national assessments (Grade 3 and 6)

Case Studies: Ethiopia

Assessment-Driven Education Transformation

Key Assessment Findings:

- EGRA/EGMA (2016): **Only 25% Grade 2-3 students reading with comprehension**
- 2019 National Learning Assessment: **34% Grade 4 reading proficiency**
- 2023 National Assessment: **Continued disparities, and gradual improvement**
- Consistent finding: **Mother tongue instruction advantages**

World Bank Support:

- General Education Quality Improvement Program for Equity (GEQIP-E) implementation; Human Capital Operation (HCO) implementation; Ethiopia Education Transformation Operation for Learning (ETOL) program design and implementation
- EGRA/EGMA, MELQO technical assistance
- Assessment system strengthening

Evidence-Based Interventions and Results

Key Assessment Findings:

- EGRA/EGMA-Informed Interventions:
 - Structured literacy programs in 8 local languages
 - Scripted lesson plans for early grade teachers
 - EGRA-based continuous assessment tools
- 2019-2023 Assessment-Driven Actions:
 - Teacher coaching programs
 - Reading materials in mother tongues
 - School-based improvement planning

Measurable Impact:

- EGRA scores: 40% improvement in pilot regions (2019-2023)
- Reduced urban-rural gap from 17% to 8%
- Enhanced system capacity for data use

Learning Assessment Resources

Learning Assessment Platform (LeAP)

LeAP

- The World Bank's central hub for learning assessment.
- Provides guidance notes , tools portfolio reviews, country case reports
- Targets groups include policymakers

Why?

- Strengthens national and regional assessment systems
- Informs policy and reform with evidence
- Helps track learning to improve outcomes

Additional Resources on National Assessments of Educational Achievement

- Primer on Large-Scale Assessments of Educational Achievement
<https://openknowledge.worldbank.org/entities/publication/618b21d1-e54e-5a94-a088-b7ed8965a990>
- Analyzing Data from a National Assessment of Educational Achievement
<https://openknowledge.worldbank.org/entities/publication/cc6c0f67-2899-53d8-96ef-d7a656e4fee4>
- Implementing a National Assessment of Educational Achievement
<https://openknowledge.worldbank.org/entities/publication/6725a2ba-972b-5ccd-8f58-032513eb6f63>
- Using the Results of a National Assessment of Educational Achievement
<https://openknowledge.worldbank.org/entities/publication/04415d17-5d38-59d3-98af-dbd1421d25f>
- Assessing National Achievement Levels in Education
<https://openknowledge.worldbank.org/entities/publication/c7ef99a9-82bc-5ce7-b4be-49a0ab986086>
- Developing Tests and Questionnaires for a National Assessment of Educational Achievement
<https://openknowledge.worldbank.org/entities/publication/f8fdd305-5349-5301-a0b8-e23df1acf790>

Thank you!