Islamic Republic of Afghanistan
Ministry of Education

Learning Assessment

Capacity Development Workshop
Analyzing and Understanding Learning Assessment for Evidence-Based Making Policy
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by
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Our Vision

Our vision for the Afghan Education System is to develop human capital based on Islamic principals and respect for human rights by providing equitable access to quality education for all to enable them to actively participate in sustainable development, economic growth, stability and security of Afghanistan.

The Ministry of Education strives to accomplish this vision by implementing an inclusive plan that aims to enhance access, quality, relevance and management of educational delivery mechanisms in the years to come.
Where we were in 2001?

- About one million students, 20,000 teachers with almost no female participation.
- 3,400 schools-majority with unusable buildings,
- No standard national curriculum or textbooks.
- Only four Teacher Training Colleges with 400 students;
- Only 1,500 boys enrolled in Technical and Vocational Schools, and
- 220 unregulated Madrassas without any formal curriculum.
Where we are now? Programs

Priority Programs in 2015:

1. General Education
2. Islamic Education
3. Curriculum Development and Teacher Education
4. Technical Vocational Education and Training (TVET)
5. Literacy
6. Education Management
Where we are now?

- A nine-fold increase in schools enrollment (about 9.2 million with 40% girls in 15,584 schools).
- About 50% schools constructed with active community involvement and support.
- Over nine-fold increase in the number of teachers to 188,017 (33% female).
- Ten-fold increase in Teacher Training Centers (TTCs) to 48; at least one per province with over 81,212 students (45% female).
- 260 District Teacher Training Centers (DTTCs) to train new and existing teachers in a decentralized way.
Where we are now continued

- The number of TVET students increased to 80,830 (12,627 female) in 263 schools.
- Around 300,000 students graduated from grade 12 in each year.
- 250,000 adults (58% female) attended a nine-month literacy course every year since 2001.
- 299,693 students in 865 Islamic registered schools (Madrasas, Darul-uloom, and Darul Hifaz).
- Over 14,443 school Shuras established to promote ownership of education system by communities.
- The curriculum, textbooks and teaching and learning materials are available for the majority of the students.
Background of assessment programme

- Learning Assessment is newly started to monitor the education development of school children in Afghanistan. *The program has been named 'Monitoring Trends of Education Growth (MTEG) in Afghanistan’*

- A Learning Assessment (LA) Unit is established in 2013, which is envisaged to grow into a national education assessment agency in future.

- MoE with support from World Bank has also embarked upon conducting the assessment program with technical assistance and advice from the Australian Council for Educational Research (ACER).
MoE has conducted first national assessment of learning achievements of children in grade 6 in 2013 and will be followed by grade 3 and 9 in 2015 and 2016 respectively.

The results of the “Mathematical, Reading and Writing Literacy of Class Six Students” (covering 13 provinces) provide a preliminary summary of findings.

The Final report of Class 6 Proficiency was printed by ACER in February 2015. Around 900 copies of it were sent to Kabul for distribution to the respective stakeholders.
In total, 110 schools and 5979 students participated in the assessment, representing 361,172 students estimated to be in the Class 6 population across the 13 provinces. Each participating student undertook a one-and-a-half-hour test and a background questionnaire of approximately half an hour. The test contained tasks relating to mathematical, reading and writing literacy. The student questionnaire contained questions about the student, his or her family, living conditions, and attitudes towards school, reading, and mathematics. In addition, the principals of participating schools filled in a school questionnaire including questions about the principal, the teachers, and the school’s facilities and resources.
Findings

The MTEG 2013 Class 6 results indicate five major points:

- A wide range of abilities is demonstrated by the Class 6 population, in mathematical, reading and writing literacy.
- The majority of students are demonstrating ‘basic proficiencies’ such as the ability to do basic mathematical operations; identify directly stated information in short texts on familiar topics; and write one or two very basic sentences.
- There is a substantial minority of Class 6 students in Afghanistan who did not demonstrate these ‘basic proficiencies’.
- A large amount of how, and how much, children learn is directly in the hands of teachers.
- Other characteristics, such as availability of textbooks and school infrastructure, can be changed by policy and system-level action.
Assessment data can be used for education policy and planning

- Results of the Grade 6 assessment were presented during a three-day stakeholder meeting in late November 2014.
- The meeting provided an opportunity for a detailed discussion on the study, its outcomes and importance in terms of policy implications for the education sector.
- The MTEG results on student achievement examined in this report provide an important baseline for Afghanistan to build upon.
- Policy makers, curriculum developers and teacher trainers can compare Class 6 results in 2013 with future Class 6 results in 2018.
- Ministry policy is to ensure that curriculum, teacher trainings and planning will be reformed based on learning assessment results.
Recommendations

- Long-term government and donor commitment in building a strong institutional base for carrying out national assessment is required.
- National assessment activity should become an integral part of the functioning of the education system.
- Close involvement of policy makers is required in interpretation of survey results to identify solutions in addressing issues that hamper children's learning.
- Raise awareness that national assessment provides information that can be used to improve the quality of student learning.
- Regular capacity building programs for national LA team and other MoE related staff can reduce our dependency on international experts.
Future strategies

- To establish a Learning Assessment System within MoE that provides valid, reliable and continuously updated information on national achievement levels in education.
- The next step in the process is to complete assessment of Grade 3 followed by Grade 9 in 2015 and 2016 respectively.
- The field trial of Grade 3 assessment has just been completed in the provinces of Kabul and Nangarhar. The main survey of Grade 3 is expected to begin around November 2015 in 13 provinces.
- To conduct training for Grade 3 Data Analysis and Reporting
- Coordination and trainings’ meetings with stakeholders
Thank You

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