



SEPTEMBER 2025

Capacity

Developing Sustainable Assessment Systems in Africa: Somalia

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ROBUST GOVERNMENT STRUCTURE SUPPORTS AN EFFECTIVE ASSESSMENT SYSTEM



ASSESSMENT TEAM

- The national assessment unit in Somalia operates within the Ministry of Education and comprises of various groups of professionals with expertise in multiple areas.
- Education specialists** are responsible for designing, implementing, and analyzing assessments, demonstrating a deep understanding of educational validity and evaluation techniques.
- Curriculum Experts** align assessments with the National Curriculum Standard, ensuring that assessments reflect learning objectives and the educational framework.
- Training and Capacity Development Officers** train teachers and school administrators on assessment practices.
- Field Coordinators** facilitate the logistics of assessment administration across regions and districts
- Data Analysts** interpret assessment data.
- Policy Analysts** analyze the implications of assessment results for educational policy development.



TECHNICAL COMMITTEE

- The **technical committee** comprises **experts** from various sectors, including **education, psychology, statistics** and **assessments**.
- Primary role is to provide **technical guidance** on assessment methodology to ensure the validity and reliability of assessments, and review assessment tools and processes.



STEERING COMMITTEE

- The **steering committee** for education quality assurance **oversees the implementation of the education quality assurance** and **standard framework**.
- It consists of **six members** and is chaired by the **Director of the Quality Assurance and Standards Department** at the **Ministry of Education**.
- Responsible for the **strategic direction of assessments and monitoring**.



DEVELOPING A MULTI-TIERED ASSESSMENT FRAMEWORK

Somalia’s assessment system is in a developing phase, with established national assessments and ongoing efforts to expand into regional and international assessment initiatives.

NATIONAL ASSESSMENTS	REGIONAL ASSESSMENTS	INTERNATIONAL ASSESSMENTS
National Learning Assessment: Conducted every 2 years; assesses Somali and Mathematics in Grade 2. Early Grade Reading Assessment (EGRA): Pilot conducted assessing Somali in Grade 2. National rollout planned for December 2025. Early Grade Mathematics Assessment (EGMA): Pilot conducted assessing Mathematics in Grade 2. National rollout planned for December 2025.	<i>Currently not involved in any regional assessments.</i>	<i>Currently not involved in any International assessments.</i>

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... many schools in Somalia lack the necessary infrastructure, such as reliable electricity and internet connectivity, making it is difficult to implement the modern assessment tool...

ADDRESSING CHALLENGES TO ENHANCE ASSESSMENT EFFECTIVENESS

Somalia's efforts to implement effective assessments involve navigating significant challenges while strategically employing mitigation measures to ensure quality and relevance.



CHALLENGES

- Resource constraints, including **financial limitations** and **inadequate infrastructure**, pose significant challenges to producing effective assessments.
- **Capacity gaps** within assessment teams, such as **limited technical expertise** in **psychometric data/data analysis** and training, affect the quality of assessments.
- **Political instability** and **security concerns disrupt educational activities** including assessments and limit access to certain regions during data collection.



POTENTIAL STRATEGIES

- **Partnering** with **local universities**, **international organizations** and **NGOs** to leverage **financial, technical, and logistical support**.
- **Implementing training programs** and **workshops** to enhance the **skills** and **knowledge** of assessment teams.
- **Conducting community engagement** and **sensitization initiatives** to promote **awareness** and **participation** in assessment activities among stakeholders, for example parents, teachers and politicians.

Source	Description	Frequency	Duration	Participation
International organizations	Workshops on assessment design - creating valid and reliable assessment tools	3	5 days	8
Local organizations	Training on data analysis (SPSS/Stata) - how to interpret assessment data	2	5 days	8
International organizations	Training on curriculum alignment - ensuring assessments align with national curriculum and measure intended learning objectives and competencies.	3	6 days	8

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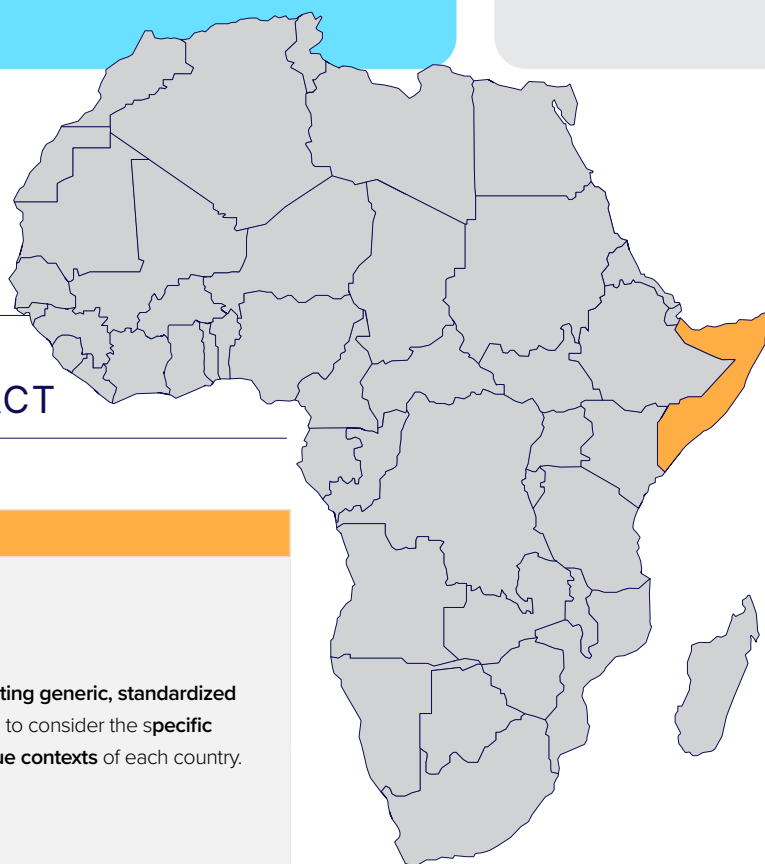
... one-size-fits-all solution, without the consumer with the local context, can lead to ineffective outcomes. International organization[s] should engage with the local stakeholder to co-create a solution.”



RECOMMENDATIONS FOR ENHANCING ASSESSMENT IMPACT

Recommendations for International Organizations:

Start Doing	Stop Doing
Strengthen local capacity by providing targeted training, resources, and funding to educators and assessment teams, fostering ownership and context-appropriate implementation.	Avoid implementing generic, standardized solutions that fail to consider the specific needs and unique contexts of each country.
Establish strong local partnerships and engage stakeholders—including educators, policymakers, communities, and parents—to ensure assessments are relevant, inclusive, and aligned with national priorities.	
Adopt mixed-method approaches that integrate qualitative and quantitative data, and ensure tools and methodologies are culturally sensitive and quality-checked through pilot testing.	Refrain from pursuing short-term projects that do not prioritize long-term capacity building, knowledge transfer, and sustainability.
Enhance communication and accountability by building systems to evaluate the impact of assessment support, and sharing findings transparently across all stakeholder levels.	



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... providing access to the resources, including assessment tool technology and the material, can significantly enhance the capability of the local assessment team. Support should be prioritizing sustainability and local ownership.