



# IMPLEMENTING A NATIONAL LEARNING ASSESSMENT : THE CÔTE D'IVOIRE EXPERIENCE

Presented by:

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# PRESENTATION'S PLAN

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- 4. National assessments' methodological framework
- 5. Summary of assessments conducted by the DVSP
- 6. Students performances' evolution from 2012 to 2019
- 7. Lessons learned from these assessments
- 8. Impact in the Ivorian education system
- 9. Recommendations and directions for education policies

# CONTEXT AND JUSTIFICATION

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- Most of developing countries use assessments to decide on certification, selection and promotion.
- But few countries measure students' results to assess and improve the effectiveness of their education systems.
- It is therefore in order to correct these shortcomings and to provide educational managers with factual information to help them steer the education system in terms of the quality of teaching, that Decree No.2011-427 of 30 November 2011 on the organisation of the Ministry of National Education created the « Service de Veille et de Suivi des Programmes » which, with the new Decree No. 2014-678 of 5 November 2014, became the «Direction de la Veille et du Suivi des Programmes (**DVSP**) »

# CONTEXT AND JUSTIFICATION

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In order to solve the problem of Ivorian students' low performance compared to the African average, the National Plan for Development (Plan National de Développement (PND)) for the 2016-2020 period, and related to the **strategic line 2 for human capital development**, has decided,

- To regularly evaluate the education system in order to strengthen school governance
- To offer quality teaching to all children and youth under school age that answers to national and international norms.

Ministry's vision is to turn learning assessment into an essential tool to monitor the education system.

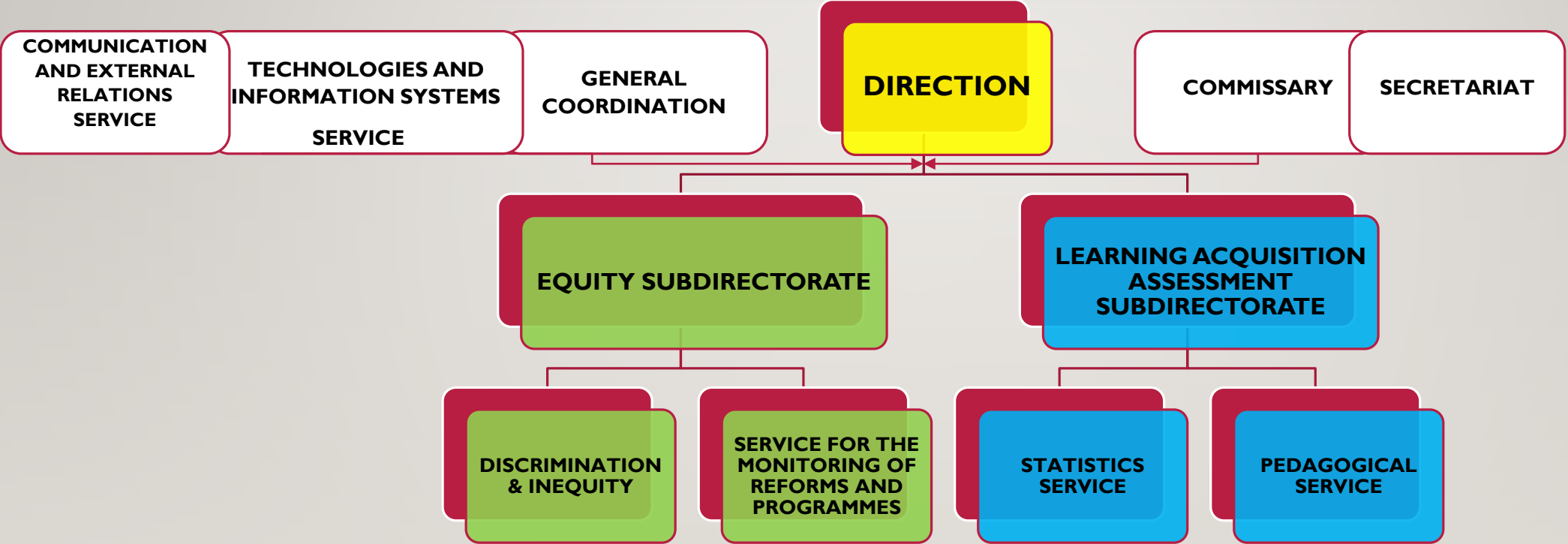


# SOME DVSP'S MISSIONS

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- Periodically monitor and evaluate learning achievement :
  - Measure students' results to evaluate and improve education system's efficacy
  - Question schools' functioning
  - Reflect upon what students learn in schools
- Support reforms' implementation, particularly for informational assessments ;
- Ensure participation to regional and international comparative assessments (PASEC)
- Communicate learning assessments' results to users, stakeholders and schools' partners through a consistent and relevant communication plan

# DVSP'S CHART



# METHODOLOGICAL FRAME FOR NATIONAL ASSESSMENTS

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- Coverage rate: national
- Representative sample:
- The adopted sampling procedure lays on classical techniques from surveys' theory of selecting the sample that corresponds better to quality requirements.
- The adopted sampling plan is a two-stage random draw, stratified at the first degree.
- Under each strata, it seemed preferable to select first a school sample (with a probability proportional to their size), then to select classes and students.

The selected sample for the last assessment includes one hundred fifty (150) distributed in this way :Abidjan (20 schools), Centre (21 schools), East (22 schools), North (21 schools), West (37 schools) and South (29 schools).

# METHODOLOGICAL FRAME FOR NATIONAL ASSESSMENTS

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- **TEST CHARACTERISTICS**
- The chosen methodology lays upon three principal lines, the test's frame, the evaluated level and the test's format.
- **Test's frame** : school's programme of third grade (CEI)
- **Evaluated level** : third year of primary education at the end of the school year.
- **Test's format** :
- The adopted format for EGRA's test includes 8 tasks and EGMA's 7 tasks. Students have been evaluated following tools adapted to learning progressions from 2018-2019.



# METHODOLOGICAL FRAME FOR NATIONAL ASSESSMENTS

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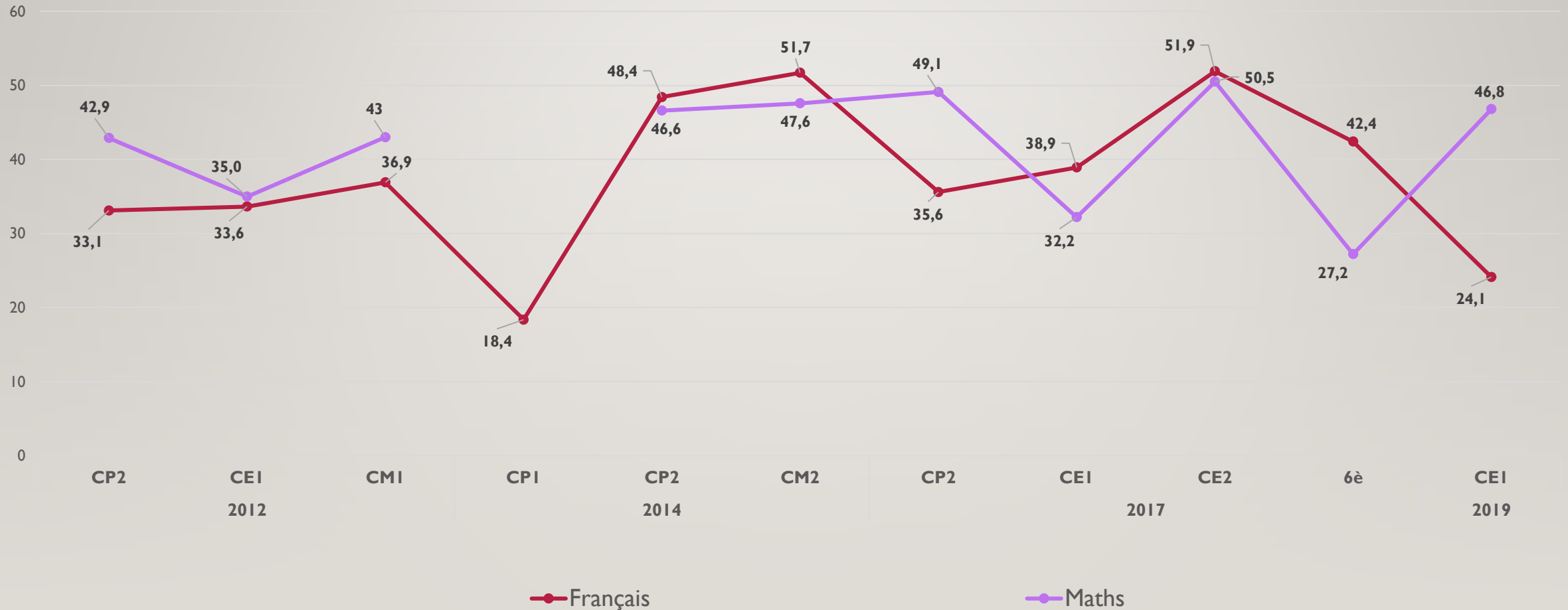
- **Tools' construction**
- Items, questionnaires (students, teachers and principals) and administration book's elaboration, and tools' trial.
  - **Administrators' training**
- A training workshop for national assessments administrators for primary third grade students (CEI) took place in Abidjan. Thirty eight (38) administrators, six (06) supervisors and one (01) coordinator participated.
  - **Data collection**
- This operation took place in one hundred fifty (150) schools distributed in the entire national territory and touched 1200 students.
- In total, thirty eight (38) administration went each to four (04) schools, to administrate reading tests (EGRA) and mathematics tests (EGMA), questionnaires to evaluated students, questionnaires to teachers from concerned classes and principals from visited schools.

# SUMMARY TABLE OF ASSESSMENTS CONDUCTED BY THE DVSP

TYPES	Years	Grades	Subjects	Disciplines
<b>NATIONAL</b>	2012	CE1	Diagnosis assessment of French and mathematics skills	Mathematics French
	2014	CP1	Measure of reading level	French (reading)
	2016	CE1	Assessment of CE1 students skills in reading and mathematics	French Mathematics
	2017	CP2/CE2	Normalised assessment at the end of primary subcycles CP2 and CE2 in Ivory Coast	French Mathematics
	2019	CE1	BASIC SKILLS ASSESSMENT IN READING (EGRA) AND MATHEMATICS (EGMA) OF PRIMARY THIRD YEAR STUDENTS (CE1)	Reading Mathematics

# EVOLUTION IN SCORES OUT OF 100 IN FRENCH AND MATHEMATICS FROM 2012 TO 2019

EVOLUTION IN SCORES OUT OF 100 IN FRENCH AND MATHEMATICS FROM 2012 TO 2019



# LESSONS LEARNED FROM THESE ASSESSMENTS

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- In the hourly volume, favor reading-writing and reading-comprehension in front of other activities in CPI ;
- Implement more audacious policies that will strongly limit repetitions' frequency in the system (probably around 10%)
- Provide school books to students from the beginning of the school year
- Reinforce didactical and pedagogical teachers' capacities;
- Pursue young women and future mothers literacy;
- Pursue policy to build preschool classes in public primary schools.

# THE IMPACT IN IVORIAN EDUCATION SYSTEM

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- Upward revision of pedagogical system in French and mathematics to draw near international standards.
- School hours' improvement (from 615 hours to 800 hours in the short term and from 900/1000 hours in the long term).
- Reduction of the repetition rate by implementing automatic passage between cycles to reach a 10% rate in 2020.
- Circumscriptions and pedagogical sectors' size reduction (01 IEPP for 300 teachers and 01 CPS for 60 teachers)
- Creation of a preschool third year class in primary schools to increase preschool coverage.

# RECOMMENDATIONS AND EDUCATIONAL POLICY APPROACHES

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- **Promote learning data use in education policies' tracking to ensure a better education system's monitoring.**
  - Strengthen assessment data use as monitoring indicators for sectoral plans tracking.
  - Strengthen national assessment system at all levels to ensure a measure over time based on national objectives.
  - Broaden existent assessments mechanisms to regional directions and articulate them over time and over basic education cycle to inform results for each key stage.
  - Involve all school stakeholders in all stage of assessment to facilitate their understanding as well as possible recommendations they may have.

Thank you for your kind attention!

