REPUBLIQUE DU CONGO

Unité* Travail* Progrès
Relationship and complementarity between large-scale national and international assessments

Presented by Jean Paulin ITOUA
Directeur des Etudes et de la Planification (DEP)/MEPSA
Yaoundé, December 3, 2019
1. Introduction

- As the other countries members of PASEC (Analyse du Système Educatif de la CONFEMEN), the Republic of the Congo participates in international large-scale learning assessments since 2014. These assessments take place every 5 years. The last one was conducted in May 2019 and the results are about to be released.
- The first national large-scale assessments in the Republic of the Congo, also called diagnosis assessments, were conducted with PASEC’s technical support between 2006 and 2012.
- The Congo has implemented a national assessment’s device in 2012. Since then, it has known many problems in its functioning.
2. Context

2.1 National Context

- The Congo’s education system has a planning document called “Stratégie Sectorielle de l’Education (SSE) 2015 - 2018” that provides a number of objectives, as the implementation of a national learning assessment’s device in order to evaluate education quality through national assessments of students’ learning acquisition.

2.2 National stakeholders involved in the assessments

- Stakholders involved in national large-scale learning assessments:
  - General Inspector for Primary and Secondary Education and for Literacy (l’Inspecteur Général de l’Enseignement Primaire, Secondaire et de l’Alphabétisation (IGEPSA));
  - National Manager for PASEC’s team;
  - Study and Planning Director (Le Directeur des Etudes et de la Planification (DEP));
  - Pedagogical inspectors and advisors;
  - Head of programmes and assessments from the National Institute of Pedagogical Research and Action (Institut National de Recherche et d’Action Pédagogiques (INRAP)).
3. Relationship

- National and international large-scale assessments have in common to evaluate the level of learning of a representative sample of students in the system and to explain the reasons why some perform better than others.
- The two types of assessments help education system’s deciders and administrators to take action in education policy to improve the quality and the equity of the education system.
- Large-scale assessments are essential in the improvement of education systems’ efficacy.
4. Complementarity

- In order to enhance large-scale assessments at a regional level, the collaboration between organising countries is crucial to improve interventions’ synergy and complementarity from experiences and knowledge sharing.

- National large-scale assessments’ strong points can inspire international large-scale assessments’ improvement and vice versa.

- National large-scale assessments’ weak points can be improved by international large-scale assessments.
5. Challenges

a) Revitalise national learning assessments’ device;

b) Capacity development of national assessment’s team members;

c) Use large-scale assessments’ data as an indicator for general national plan’s monitoring as well as for the monitoring of the SDG 4.1.1 from Education 2030.
6. Possible solutions

- Ensure continuous training for national large-scale learning assessments’ stakeholders;
- Include in State Budget a large-scale assessment domain;
- Have a database of reliable schools;
- Conduct large-scale assessments every two years.
7. Opportunities

1. PASEC’s national team availability;

2. The Congo’s participation in international large-scale learning assessments;

3. The Congo’s participation in international large-scale learning assessments workshops;

4. Large-scale learning assessments’ data exploitation by educative community and deciders.
Workshop’s expectations

- Know more about relationship and complementarity between international and national large-scale learning assessments;
- Beneficiate from large-scale learning assessment knowledge and experience sharing with other countries in order to:
  - Improve national large-scale assessments results’ quality;
  - Use the results to properly enlighten education policies;
  - Improve assessments results’ dissemination strategy.
- Elaborate a roadmap for this workshop conclusions’ monitoring.