


REPUBLIQUE DU CONGO

Unité* Travail* Progrès





TALENT
Teaching and Learning
Educators' Network
For Transformation

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Relationship and complementarity between large-scale national and international assessments

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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

- Stakeholders 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.

A silhouette of a person pushing a large ball up a ramp, symbolizing a challenge or struggle. The person is on the left, pushing the ball towards the right. The ramp is a diagonal line starting from the bottom left and going up to the right. The background is a light blue gradient.

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.
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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

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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.**