



# LARGE SCALE NATIONAL EVALUATIONS

**The Case of the Democratic Republic of  
Congo (DRC)**




# Contents



1. Global Framework
2. Certified Assessments
3. Trial Measures
4. Processing and Analysis
5. Standardised Learning Assessments
6. Prospects and Challenges



# I. Global Framework


- The DRC does not organise **systematic** or regular large scale national standardised learning assessments (looking to improve the system) .
  - Only **certified assessments** are organised systematically at all levels. They target student learning at the end of the cycle.
  - **Global framework : Framework law** of national education
  - Determines the types of student training at all levels of education.
  - Types of organising defined by specific texts according to the cycle.
- 

## 2. Certified Assessments

Level	Assessment	Title Awarded	Management Structure
Primary	National Test: end of primary studies (TENAFEP)	Certificate	National TENAFEP Bureau with OSP (Orientation scolaire et professionnelle et l'IGE (Inspection g�le)
General Secondary I	National Test: entrance exam and vocational and professional guidance	Brevet	OSP et IGE
Short Cycle	National jury of short cycle	Professional Skills Diploma	National organisation committee / IGE
Secondary	State Exam	State Diploma	National committee /IGE



### 3. Processing and Analysis of Assessment Results

- Processing and analysis of results by the MEPSP services: the OSP and the National TENAFEP Bureau for the primary cycle and the IGE for other cycles.
  - Analysis broken into province, sex and living environment.
  - Pedagogical researchers then intervene in student performance and non-performance factors;
  - Possible remediation proposals given for programmes, methodology, course organisation, etc., validated during annual national conferences at the beginning of the academic year (Academic promo)
- 

# 4. Surveys and Standardised Assessments

Since 2010, 2 types of assessment in the DRC:

EGRA/EGMA and PASEC assessments

## 4.1. EGRA, EGMA (2010, 2012, 2015)

Assessments within the support of USAID frameworks in several provinces.

### ↖ **EGRA/EGMA 2015**

↖ Four provinces targeted

↖ Objective : complete a reference assessment of reading and mathematics competencies of students in primary school years 3e and 5e before the intervention of the ACCELERE! project (Access, Reading, Retention and Accountability)

↖ An assessment of the three national languages, and comprehension competencies and oral production of French, as well as basic subject and maths competencies. Students in the 5e year assessed in French.



# Assessment Campaign Proceedings

- Targeted population: 3 683 schools in four provinces
- Sampling : Sampling for the EGRA/EGMA of 2015 selected with a three stage sampling method, namely schools, classes, and students
  - -A total of 240 schools selected
  - -One 3<sup>ème</sup> class and one 5<sup>ème</sup> class selected per primary school
  - -10 students per class selected randomly 2347
  - **SSME survey carried out (management, parent roles...)**
- Results : In general, student performance was poor in all pre-reading and reading competencies measured, with the help of EGRA, as well as in mathematics

## 4.2. PASEC

- Year : 2010 and 2013
- The DRC had 2 diagnostics assessments in 2010 and 2013 with the support of PASEC, producing (i) an assessment at national level (ii) a comparative assessment in 3 provinces.
- The two assessments were of a sample of 160 -180 schools, one single test (at the end of the year), and on the same levels of education (2<sup>e</sup> and 5<sup>e</sup> year).
- Student, parent, and teacher questionnaires to establish a correlation between results and a set number of factors.
- The report shows a global stabilising of performance at a national level at presents some disparities.
- Prospects :
  - Participate in the next PASEC assessment using a larger sample.
  - Carry out an assessment in the four national languages





## 5. Difficulties



- Geography : sampling, accessibility of some sites
- Logistics
- Human resources
- Harmonising the performance limits in the different national languages
- Poor internet connections
- Finance
- **Absence of a national analysis (and comparison) structure for results of all tests.**

## 6. Prospects and Challenges

- Report : absence of an institutional assessment framework and a framework for using results;
- A SSEF 2016-2025 priority : reinforcing learning assessment capacities leading to the creation of the **Cellule Indépendante d'Evaluation des Acquis Scolaires (CIEAS)**, by ministerial approval.

**Role : Structuring learning assessment management at a national level, supporting international assessments, proposals and recommendations for educational policy.**

- Challenges :
  - implementing CIEAS and making it independent;
  - ↗ establishing assessment culture;
  - ↗ Supporting the analysis of all assessments and utilising results.
  - ↗ Making CIEAS successful.



**THANK YOU**

**FOR YOUR ATTENTION**

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)