

Burundi - Early Grade Reading Assessment, Evaluation des compétences fondamentales en lecture

**Ministère de l'Enseignement de Base et Secondaire, de l'Enseignement des Métiers,
de la Formation Professionnelle et de l'Alphabétisation - Government**

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Overview

Identification

Summary

ABSTRACT

The Early Grade Reading Assessment (EGRA) in Burundi was administered in 2011 by the Ministère de l'Enseignement de Base et Secondaire, de l'Enseignement des Métiers, de la Formation Professionnelle et de l'Alphabétisation to grade 2 (ISCED 1) students in public and "sous-convention" schools. Private schools, which represent only 1% of the schools in the country, were excluded as they do not generally use Kirundi as the medium of instruction.

The EGRA was implemented as part of the PARSEB programme (Projet d'Appui à la Reconstruction du Système Educatif Burundais, 2007-2012), an initiative funded by the World Bank aiming at supporting the education sector in Burundi through different programmes.

The EGRA is a low-stake assessment. It is an oral assessment, administered face-to-face. However, it comprises a written part in the form of a short dictation.

All test-takers are presented with the same tests.

The EGRA serves two purposes: the school and the educator accountability, and the monitoring education quality levels.

KIND OF DATA

Random sample

UNITS OF ANALYSIS

Results are reported at the national level only.

Data are disaggregated by sex, type of school (public and "sous-convention"), and other variables related to the learning background and environment of the student (availability of help to read at home, availability of a reading books, grade repetition, individual work with the teacher, etc).

Results are published in reports, which are available in print only.

Scope

NOTES

The Early Grade Reading Assessment in Burundi is administered in the Kirundi Language and comprises six constructs:

- Letter naming
- Letter sounds
- Familiar word reading
- Text reading with comprehension
- Listening comprehension
- Dictation

Students are asked to read letters, words and texts aloud, and also to write down a short dictation.

Description of stimuli: Test stimuli consist of letters, words and paragraphs. As well, some stimuli are presented in the

format of texts read aloud.

Reporting metrics: The key-indicator used in Burundi to report student performance is the number of words read per minute, from which proficiency levels are derived. Reading 20 words per minute is considered as the minimum requirement to meet the national standard in Kirundi, given the complex structure of the words in that language. Students who read 20 words per minute or more are considered as Independent readers; students who read between 1 and 19 words per minute are considered as Partial readers; and students who do not read any word within a minute are Non-readers.

Coverage

GEOGRAPHIC COVERAGE

National

UNIVERSE

Students enrolled in grade 2 (ISCED 1) in public and "sous-convention" schools.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Ministère de l'Enseignement de Base et Secondaire, de l'Enseignement des Métiers, de la Formation Professionnelle et de l'Alphabétisation	Government

OTHER PRODUCER(S)

Name	Affiliation	Role
Ministère de l'Enseignement de Base et Secondaire, de l'Enseignement des Métiers, de la Formation Professionnelle et de l'Alphabétisation	Government	Test development and administration; data processing and dissemination
The World Bank	N/A	Financial support

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Ministère de l'Enseignement de Base et Secondaire, de l'Enseignement des Métiers, de la Formation Professionnelle et de l'Alphabétisation	N/A	Government	Data collection
UNESCO Institute for Statistics	UIS	United Nations	Questionnaire design, metadata collection, review and publication

DDI DOCUMENT ID

BDI-EGRA-2011

Sampling

Sampling Procedure

The sample is drawn using a three-stage stratified sampling design. The country is divided into 11 strata. Strata are defined by grouping the 17 provinces into relatively homogeneous groups, based on the average school size (number of grade 2 students) and the enrolment rate, and by separating public schools from "sous-convention" schools. Bujumbura constitutes a particular stratum as it is the only one which combines public and "sous-convention" schools.

In the first stage, a sample of schools is randomly selected in each stratum. The selection consisted of 119 schools, among which 27 were replacement schools. Replacement schools were included as some accessibility issues were foreseen.

In the second stage, a sample of classrooms is selected using simple random sampling.

In the third stage, 15 students are randomly sampled in each selected classroom.

Questionnaires

Overview

EGRA comprises three background questionnaires:

- student questionnaire: it collects information on the family background of students, reading practices at home and the availability of support for reading and doing homework.
- teacher questionnaire: it collects information on the characteristics of teachers and their classroom, and on their teaching methodologies.
- school principal questionnaire: it collects information on the characteristics of school principals, as well as the characteristics of the schools (location, infrastructures, security, ect)

Data Collection

Data Collection Dates

Start	End	Cycle
2011	2011	N/A

Data Collection Mode

Face-to-face

Data Collection Notes

The following actions were taken to reduce non-sampling error:

- Conducted a pilot survey
- Trained data collection staff
- Trained data entry staff
- Trained data processing staff

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Data Access

Contact(s)

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Access Conditions

To access the data, please send a request to the Bureau des Évaluations du Système Éducatif.
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