Regional Capacity-building workshop on efficient reporting, dissemination and utilization of large-scale learning assessments
Dakar – Senegal, 27 – 30 November 2018

*With financial support of AFD*
Context

SDG4 context: ensuring access for all to a quality education, bearing in mind equity, and promoting lifelong learning opportunities

- Inclusiveness
- Equity

- A significant number of children remain excluded from school (out of school: dropped-out and those that have never been in school)

- Among those who are enrolled, the majority does not acquire the minimum desired knowledge
  - The World Development Report 2018: "Learning to Deliver on the Promise of Education" talks about the learning crisis

- In the context of these low levels in learning outcomes, the use of the results of studies and programmes aimed at improving learning outcomes remains limited
Challenges

- Include in the education reform agenda:
  - Results of learning assessments programmes;
  - But also other data produced by the education system that are not sufficiently exploited;

To do this, analyze the use of the information available in the system:
  - Schools statistics, learners’ assessments, inspection reports, etc.
  - Dashboards
  - Sector analysis in education
  - Qualitative data

In the end, have an effective and efficient education systems: in terms of access to education and retention through a successful student career path
Quality defined through the model of educational prosperity

This model takes into account several elements of results, all of which refer to an aspect of the quality of education:

- School access
- Educational paths
- Learning and achievements
- Health and well-being

Equity requirement: consideration of all demands for education, including from more difficult and marginalized contexts
The main determinants of quality

- Management of school time and learning time,
- Distribution of qualified teachers capable to teach effectively,
- Availability and use of relevant infrastructural and educational resources,
- Promoting inclusive and safe environments for students’ development and engagement

However, the programme leaves open the possibility of integrating other determinants
What do we mean by quality management

"It is a coordinated and transparent chain of actions between several levels of an education system, aimed at producing information and ultimately political decision making around the management and use of resources and processes to achieve expected results within a quality framework, where the relationship between achievements, resources and processes is inextricably intertwined with the imperative attention to equity"

- The programme focuses on 4 dimensions of management
  1. Definition of objectives and driving forces of the action
  2. Negotiation of the action and allocation of resources
  3. Support and follow-up of the action
  4. Assessment of the effects of the action and control
Direct support (six countries):

**REGIONAL PROGRAMME**
Support to the management of education quality

**Phase I: SITUATION ANALYSIS**
Understand to improve

**Roadmap for improving quality management**

**Phase II: SUPPORT TO CHANGE AND REFORM**
Make practices relevant, consistent and effective

Approach: *sustainable* national capacity-building
Research questions Phase I - Diagnostic

1. What are the quality management actions identifiable at each level of the educational administration in charge of basic education?

2. What information motivates the actors to take these actions?

3. Does this information take into account the factors that determine quality, from an equity perspective?

4. Are the actions carried out by the different groups of actors at the different levels of the administration articulated in such a way as to be coherent/complementary?

5. What factors contribute to the success of the actions carried out by the actors on smooth school paths, to the well-being and learning of all students? What factors hinder the effectiveness of these actions?
Overall approach of Phase I - Analysis of the situation

Identification of practices

- Document analysis, interviews, observation, identification of practices, at the level of:
  - Classrooms and schools
  - Decentralized structures
  - Ministry

Suggestions to improve quality management practices

Analysis, sharing and exchange workshop

- Participatory workshop intra and inter schools
  - Participatory workshops of decentralized structures
  - Participatory workshop at national level
  - Workshop engaging all stakeholders

DEVELOPMENT OF A ROADMAP FOR QUALITY IMPROVEMENT
Sample of performing public schools in a challenging context

- Areas with low or intermediate socio-economic development,
- School constituencies with a high failure rate of the education system (availability of resources and results)

Central level: ministerial directives

Decentralized structures
IDENTIFICATION DES PRATIQUES AU SEIN DES ÉTABLISSEMENTS SCOLAIRES

SCHOOL 1

- Classroom observation
- Questionnaires and interviews with teachers
- Questionnaires and interviews with headteachers

Results of observations and interviews
- Participatory workshop to analyse management practices
- Case study of school management practices

SCHOOL 20

- Classroom observation
- Questionnaires and interviews with teachers
- Questionnaires and interviews with headteachers

Results of observations and interviews
- Participatory workshop to analyse management practices
- Case study of school management practices

Comparative analysis of 12 to 20 schools
- Observations of regulatory authorities at local level
- Workshop for sharing and exchange results
- Identification of school management practices and areas for improvement
Identification of management practices within the decentralized services

Analysis of work tools:
- Dashboards
- Performance contracts
- Activites workplan
- School visits reports
- ...

Observation of the steering bodies:
- Management dialogues/contractualization
- Inspection days
- Training sessions
- ....

Interviews with decentralized structures agents

Workshop to engage the decentralized structures teams

Results of the analysis conducted at the institutional level

Identification of management practices and areas for improvement at the decentralized level
Identification of management practices and ways to improve the central level

Identification of practices within central management

Analysis of work tools:
- Information systems
- M&E system
- Activity reports
- Studies
- ...

Observation of steering bodies:
- Sector reviews
- Cabinet meetings
- Field visits
- ...

Workshop involving representatives of central government departments directly involved in the steering process

Interviews with key stakeholders

Results of the analysis carried out at the level of the institutions and at the decentralised level
Change support phase:

Phase II: **CHANGE SUPPORT**
Make practices relevant, consistent and effective
Change support

• Direct support by IIPE-Pôle de Dakar for the implementation of some targeted interventions :
  • Aligned to sectoral plans and to the education action plans,
  • Feasible in the short and medium term,
  • Partnership with other international agencies and other national organizations.

• In a coherent strategy for national capacity building :
  • Training,
  • Development of quality management tools
Implementation

Who:
⇒ A mixed team IIPE-Pôle de Dakar/local team,

Deadline:
⇒ Phase I : 7 months,
⇒ Phase II : 30 months

How:
⇒ National leadership,
⇒ Participatory work MoE and TFP
⇒ Linked to the sectoral policy
⇒ Validated by the LEG.
Targeted countries

- Initially the 15 PASEC 2019 countries, :
  - 6 countries directly: Burkina Faso, Côte d’Ivoire, Madagascar, Niger, Senegal and Togo
  - 9 countries through knowledge sharing: Benin, Burundi, Cameroon, Chad, Congo, DRC, Gabon, Guinée and Mali

- At the end of the 4 years, rollout to other African countries, or even outside Africa
Sharing of experiences and tools

- Exchange network among pilot countries,
- Seminar and sharing forum between pilot countries and other French-speaking countries of SSA,
- Capitalization and dissemination of regional support products.
Our wish

- Not a separate support, but integrated in the sectoral process at country-level
- Not a private property of IIPE-Pôle de Dakar, but a cooperation of all sector stakeholders
- Change of practices after 4 years
THANK YOU VERY MUCH FOR YOUR ATTENTION!

IIEP-Dakar Pole is the African branch of UNESCO's International Institute for Educational Planning, the only specialized United Nations institute with a mandate to strengthen the capacity of Member States to plan and manage their education systems.

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