



Organisation
des Nations Unies
pour l'éducation,
la science et la culture



Institut international de
planification de l'éducation

Pôle de Dakar
ANALYSE SECTORIELLE EN ÉDUCATION

REGIONAL SUPPORT PROGRAMME FOR EDUCATION QUALITY MANAGEMENT

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) :

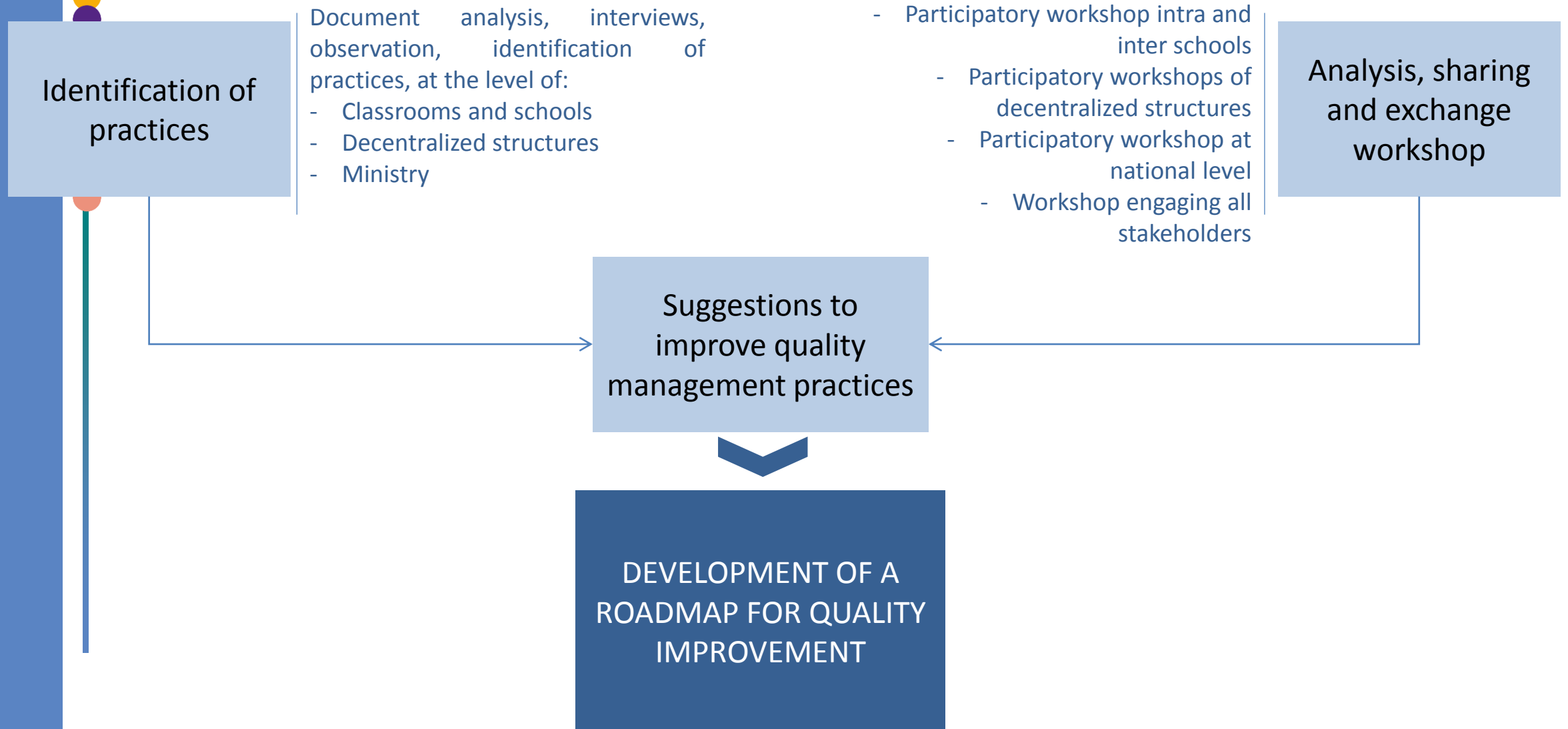




Research questions Phase I - Diagnostic

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



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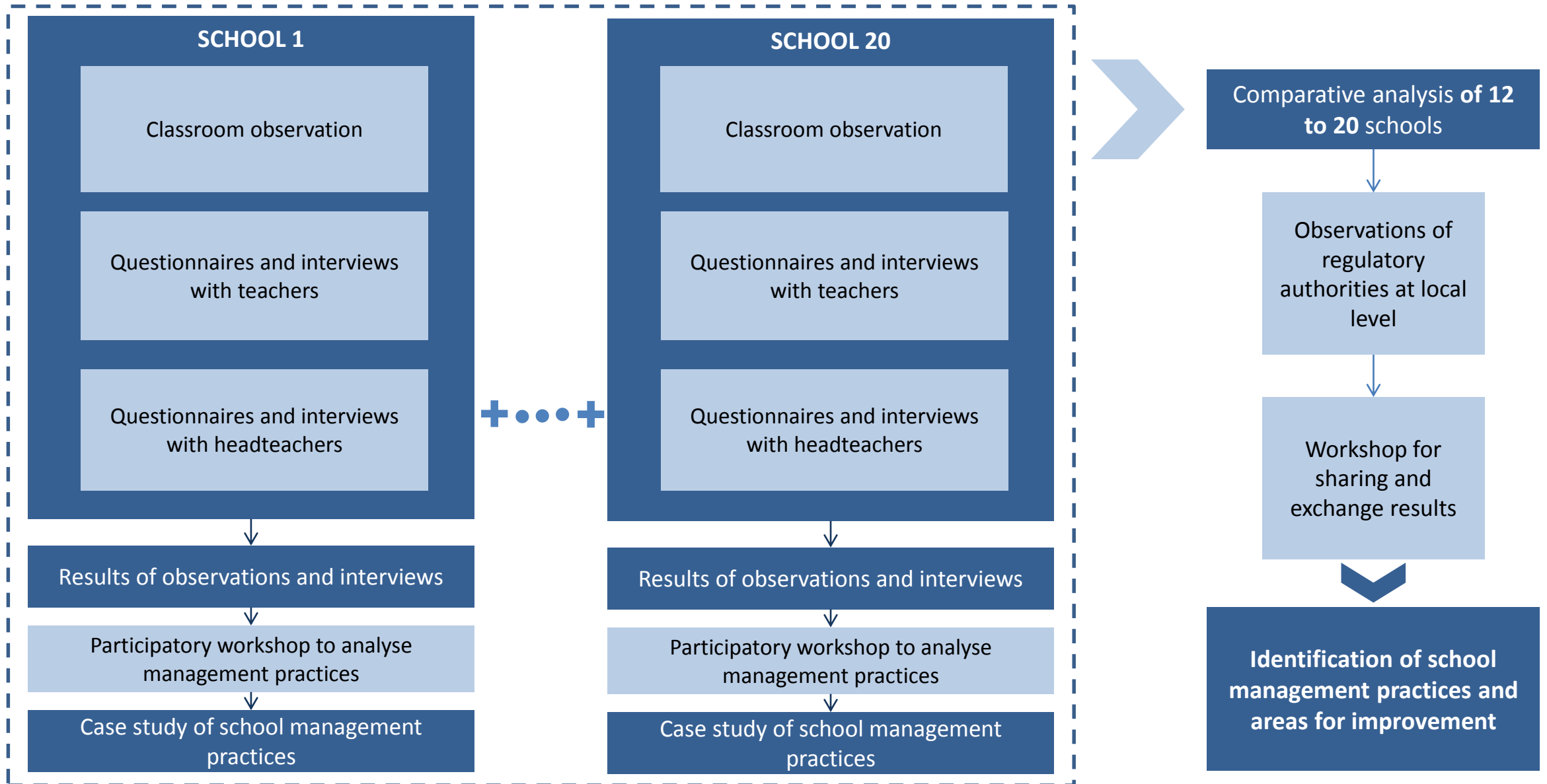
Central level: ministerial directives

Decentralized structures

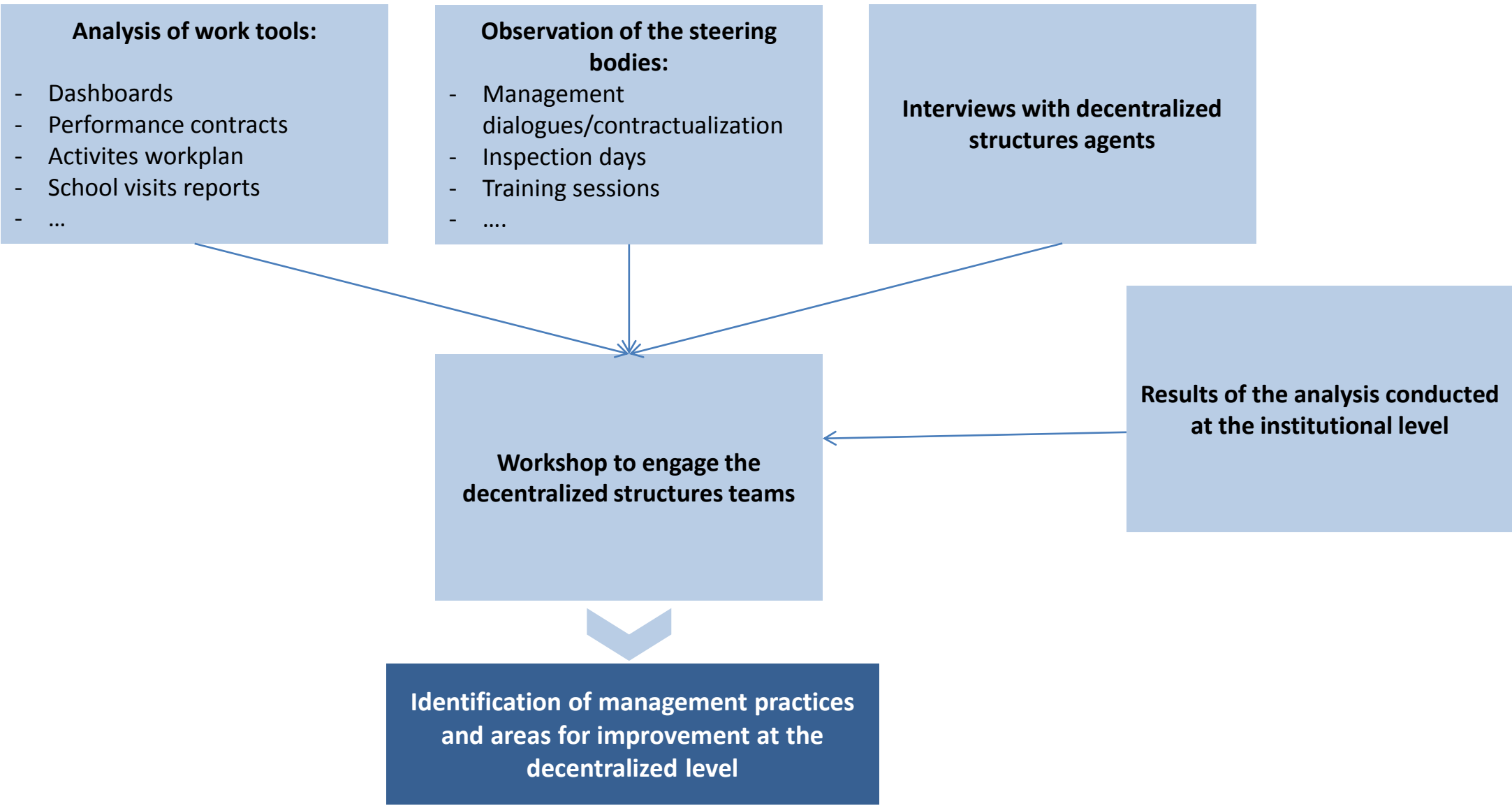
**Sample of performing
public schools in a
challenging context**

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

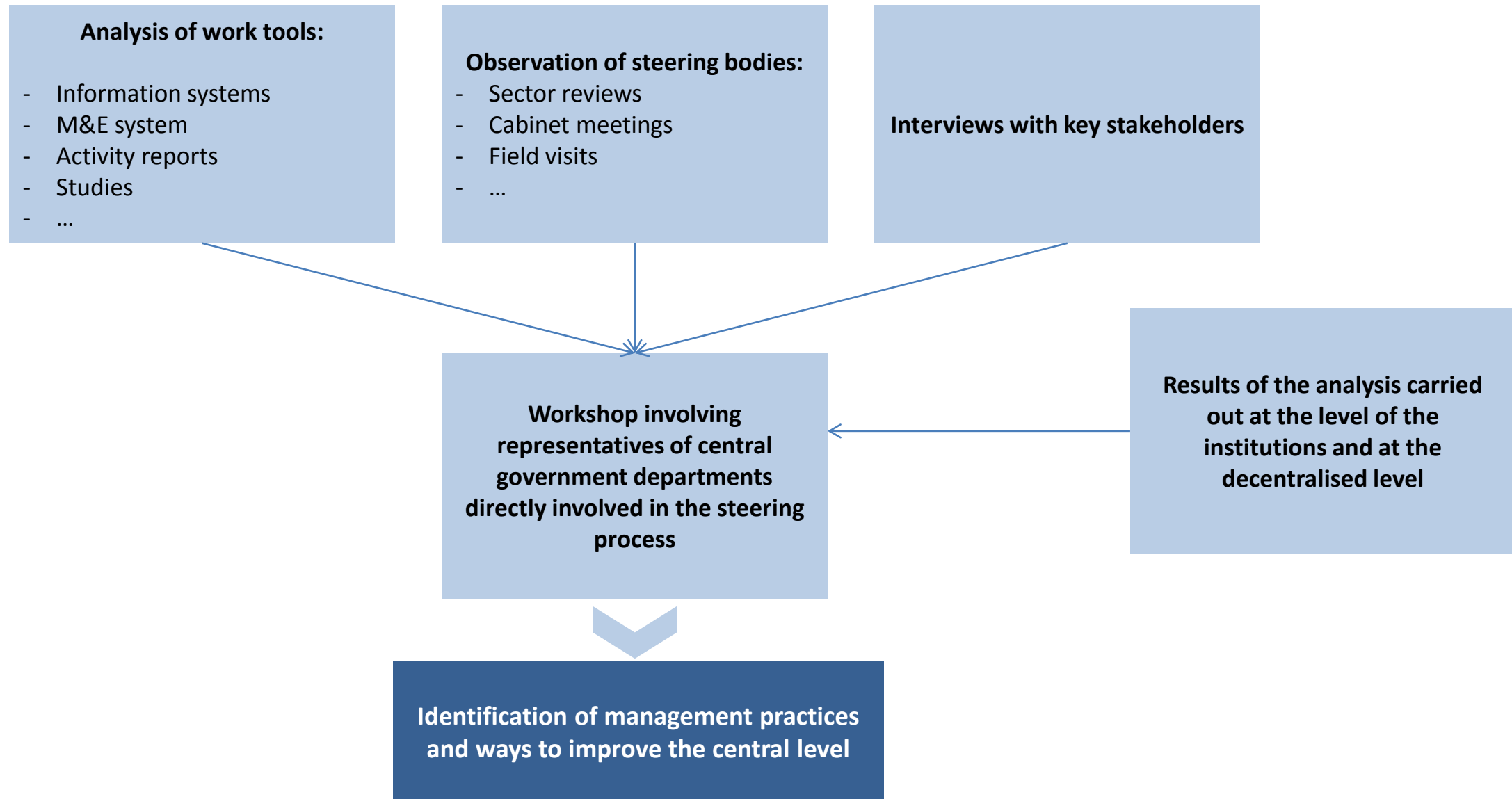
IDENTIFICATION DES PRATIQUES AU SEIN DES ÉTABLISSEMENTS SCOLAIRES



IDENTIFICATION OF PRACTICES WITHIN THE DECENTRALIZED SERVICES



IDENTIFICATION OF PRACTICES WITHIN CENTRAL MANAGEMENT





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

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Sharing of experiences and tools

- Exchange network among pilot countries,
- Seminar and 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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