Regional support Programme for Quality Management in Basic Education

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Some examples of data utilization to identify priority areas of intervention

« Learn from promising practices to ensure effective use of large-scale learning assessment data for educational policy and practice »
Use of standardized assessment data to identify priority areas for intervention

Highlighting disparities with SNERS data in Senegal
(i) SNERS assessment in Senegal:

National System for the Evaluation of School Performance (SNERS from the French acronym):

- To understand the thresholds of students' proficiency in language and communication, mathematics and education for science and social life in order to remedy or strengthen their skills.

- Monitor the learning outcomes of BE and SE students in the core subjects targeted by previous editions.

(ii) The analysis approach

1. **Identification of the most vulnerable Academies Inspectorates (IA) from the point of view of learning**, in other words, inspections that have a high proportion of students with learning challenges.

2. **Highlighting disparities between Education and Training Inspectorates (IEF) within Academies Inspectorates (IA).**
(iii) Some results (1/4)

**Chart 1**: Distribution of IAs by proportion of students with "learning disabilities" or "lack of mastery of basic skills" in SE
(iii) Some Results (2/4)

Although the Dakar IA is one of the least vulnerable IAs in terms of learning...

Table 1: IA of DAKAR: Proportion of students with "learning difficulties" or "lack of mastery of basic skills" in SE

<table>
<thead>
<tr>
<th>IA DAKAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IEF Grand Dakar</td>
<td>51%</td>
</tr>
<tr>
<td>IEF Dakar Plateau</td>
<td>34%</td>
</tr>
<tr>
<td>IEF Parcelles Assainies</td>
<td>23%</td>
</tr>
<tr>
<td>IEF Almadies</td>
<td>13%</td>
</tr>
</tbody>
</table>

.... the proportion of pupils with learning difficulties varies greatly depending on whether we are looking at the IEF of Grand Dakar or Les Almadies
(iii) Some results (3/4)

There are also significant disparities among the most vulnerable IAs...

Table 2: IA OF KOLDA: Proportion of students with "learning difficulties" or "lack of mastery of basic skills" in SE by IEF

<table>
<thead>
<tr>
<th>IA KOLDA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IEF Velingara</td>
<td>84%</td>
</tr>
<tr>
<td>IEF Medina Yoro Foulah</td>
<td>58%</td>
</tr>
<tr>
<td>IEF Kolda</td>
<td>36%</td>
</tr>
</tbody>
</table>
(iii) Some results (4/4)

And sometimes very significant differences between the IEFs of the same IA…

Table 2: IA OF SAINT-LOUIS: Proportion of students with "learning difficulties" or "lack of mastery of basic skills" in SE by IEF

<table>
<thead>
<tr>
<th>IA SAINT-LOUIS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IEF Dagana</td>
<td>64%</td>
</tr>
<tr>
<td>IEF St Louis Département</td>
<td>48%</td>
</tr>
<tr>
<td>IEF Podor</td>
<td>47%</td>
</tr>
<tr>
<td>IEF Pété</td>
<td>42%</td>
</tr>
<tr>
<td>IEF St Louis Commune</td>
<td>19%</td>
</tr>
</tbody>
</table>

=> Importance of highlighting these disparities to provide appropriate solutions
Support programme for quality management:

*Linking EMIS data with National Examination data to identify different school profiles located in particularly challenging educational contexts*

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(i) The analytical approach
(ii) The Niger example
The analytical approach (1/2)

1. Identification of regions marked by a high index of failure of the education system

Use of enrolment indicators available in countries' statistical directories to identify the most vulnerable regions, i.e. regions with rates systematically lower rates than the national average over a relatively long period. Examples of indicators used:
- enrollment rate,
- intake rate,
- completion rate,
- retention rate,
- repetition rate,

2. Within these regions, identification of inspectorates marked by a lack of material and pedagogical resources within schools

Use of EMIS databases for the construction of an index (i) of material resources and (ii) of pedagogical resources of schools to identify inspectorates with a significant proportion of schools with few material and pedagogical resources.
3. Within these inspectorates, identification of "performing" schools

By "successful" schools, we mean schools that have **good learning outcomes** (success rates in national examinations or assessments) but are also "**inclusive**" (stable enrolment, low repetition and/or dropout rates, etc.).

4. Identification of promising quality management practices in these schools

Observation of actors' practices based on classroom observation and semi-directive interviews with management and teachers in order to identify promising quality management practices implemented in these schools.
(ii) The Niger example (1/4)

1. Identification of regions marked by a high index of failure of the education system

Table 1: Enrollment indicators in primary education by region

<table>
<thead>
<tr>
<th>Gross Intake Rate</th>
<th>Gross Enrollment Rate</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015-16</td>
<td>2016-17</td>
</tr>
<tr>
<td>Regions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZINDER</td>
<td>66.3</td>
<td>68.7</td>
</tr>
<tr>
<td>TAHOUA</td>
<td>68.6</td>
<td>71.8</td>
</tr>
<tr>
<td>NIGER</td>
<td>78.1</td>
<td>84.6</td>
</tr>
<tr>
<td>MARADI</td>
<td>80.7</td>
<td>87.7</td>
</tr>
<tr>
<td>TILLABERY</td>
<td>78.8</td>
<td>88.9</td>
</tr>
<tr>
<td>DOSSO</td>
<td>85.5</td>
<td>91.8</td>
</tr>
<tr>
<td>DIFFA</td>
<td>66.1</td>
<td>94.6</td>
</tr>
<tr>
<td>AGADEZ</td>
<td>91.7</td>
<td>100.9</td>
</tr>
<tr>
<td>NIAMEY</td>
<td>144.2</td>
<td>148.5</td>
</tr>
</tbody>
</table>

The regions of Zinder et Tahoua show the highest rates of failure of the education system
(ii) The Niger example (2/3)

2. Within these regions, identification of inspections marked by a lack of material and pedagogical resources within schools

- **Index of school infrastructure resources built on the following 6 indicators:**
  - School has a water point
  - School has latrines
  - School has a functional handwashing system
  - School has a playground
  - School has a garbage collection system
  - Presence of a fence

- **Index of school pedagogical resources built on the following 4 indicators:**
  - School has a pupil:teacher ratio below 40:1
  - At least half of the school’s teachers are qualified
  - School with at least 1 reading textbook per student
  - School with at least 1 maths textbook per student
2. Within these regions, identification of inspectorates marked by a lack of material and pedagogical resources within schools

Chart 2: Region of TAHOUA: Inspections according to the proportion of schools not well equipped in terms of material and pedagogical resources (2016-2017)
(iii) Following the analysis...

3. Within these inspectorates, identification of "performing" schools

By "successful" schools we mean schools that have good learning outcomes but are also "inclusive"...

Examples of selection criteria:

- Success rate in national exams
- Proportion of repeaters over the entire cycle of education concerned
- Survival rate over the entire targeted academic cycle (approximated by the ratio between the number of students in the first and last year of the academic cycle)

... and this in order to identify promising quality management practices implemented within these “successful schools” located in “challenging educational contexts”...
Thank you very much for your attention

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