« IDENTIFICATION OF KEY POLICY QUESTIONS FOR DATA ANALYSIS AND USE »

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MALI'S TEAM

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Summary of the presentation

Introduction

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To offer a quality education for all the children without any exception is a permanent political will in Mali. All the reforms, innovations and forums have noticed the importance of a strategic monitoring based on large-scale learning assessment data.

The analysis of these actions shows that the education system's challenge is the implementation of a dynamic and inclusive facility as a strategic monitoring tool in order to ensure an easier path to all children from Mali. In brief, the ultimate goal is to put a permanent mechanism of knowledge and communication production at the core of the education system, based on data linked to system's access and performance. This is seen as system's efficacy, equity and social justice factors. However, the building of such a tool encounter a number of pedagogical and political challenges that have to be analysed on a political level. The present document underline the political dimension.

CONTEXT

I. Security: Malian context is influenced by an unprecedented security crisis in the contemporary history of the country. School remains at the core of concerns. It is the main target of violent extremism. The crisis' impact on school exceeds pedagogical dimensions. Only political measures can manage crisis' impacts and effects.

Political and security disorders.

II. Decentralisation: It is considered irreversible with differently appreciated levels of transfer of competences and resources. In particular the creation of the Fonction publique des Collectivités. Collectivities currently handle more than half of the teachers.

III. Demography: It is rapidly increasing. Malian school will experience the effects in terms of number of students in classrooms already plethoric.

Unemployment: Very pronounced frontier between skills acquired at school and the labor market.

The PRODEC2: Mali's government adopted PRODEC2 document in June 2019. It is going to be implemented in a difficult economic context.

PRODEC2 vision on large-scale learning assessments

Programme	Subprogramme	Objectives
I. IMPROVEMENT OF THE INTERNAL AND EXTERNAL EFFICACY OF EDUCATION SYSTEM	1, EDUCATION SYSTEM'S INTERNAL EFFICACY'S IMPROVEMENT	The programme mainly aims to improve the internal return of the system
	Implementation of an assessment system and a quality control system for learning acquisition	*Systematically assess the level of learning acquisition*
		Implement a national functional device to assess learning acquisition

Somme key political questions for data analysis and use

I.   How to handle school population affected by:

1.1 Security crisis: 1051 schools closed, displaced populations to other parts of the country and outside of the country (Mauritania, Burkina Faso…),

1.2 Social mobility: families displaced; exodus

I.   Harmonisation between pedagogical and assessment practices. The cohabitation of different types of pedagogical practices that don't imply the same types of evaluation. The Malian education system includes:

* traditional methods;

* Convergent Pedagogy schools;

* Curriculum schools;

* SIRA practices,

* CAF, CAFé, CED, community schools.

What data collect and at what frequency?

❑ What to collect?
   ❑ About access (TBS…);
   ❑ Internal promotion including failures;
   ❑ Completion rate;
   ❑ Etc.
❑ Frequency?
   ❑ Every year?
   ❑ Every two years?
   ❑ Every semester?

Somme key political questions for data analysis and use (continued)

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☙ How to take into consideration factors linked to different types of disparity:

1. Geographical disparity,
2. Gender disparity;
3. Disparity linked to different types of disabilities

Somme key political questions for data analysis and use (continued)

ଔ Integration of quality factors in data to be collected :

 ଔ Access to textbooks;

 ଔ Access to food;

 ଔ Access to sanitary ware;

 ଔ Environment quality;

 ଔ Access to awakening equipment;

 ଔ Respect of inclusive practices.

Challenges to large-scale learning assessment

ℰ Availability of financial, human and technical resources;

ℰ Harmonisation and democratisation of the databases;

ℰ Elaboration of a national policy on measurement and testing;

ℰ Securing national assessments (leak, fraud…) in front of new technologies.

THE END

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THANK YOU