BURKINA FASO

National Ministry for Education and Literacy
General Management for Studies and Sectoral Statistics
Management for Follow-up, Evaluation, and Lessons Learned
Department for Evaluations

SCHOOL ATTAINMENT NATIONAL ASSESSMENTS
METHODOLOGY AND QUALITY ASSURANCE

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SUMMARY OF CONTENTS: SCHOOL ATTAINMENT NATIONAL ASSESSMENTS IN BURKINA FASO

➢ **Implemented in 2001** by the minister for basic education, on the recommendation of technical and financial partners.

➢ **Organisation:** DGESS (involvement of other central management and decentralised organisations; technical support from SARC since 2004-2005)

➢ **Frequency:** every 2 years; twelve assessment sessions carried out between 2001 and 2016; two levels evaluated per session, one primary, one post-primary

➢ **Objectives:**

- gather a database of students’ levels of acquisition and intra and extracurricular factors which influence the quality of teaching and learning;
- target educational policies and improve planning and management skills in the educational system

➢ **Disciplines:** French; mathematics; science; reading aloud

➢ **Coverage:**

- sample of 500 primary schools selected from the national database with a stratification based on 45 provinces from the 13 regions in the country;
- Consideration of post-primary from 2016

➢ **Application of results:** circulation of report; recommendations for participants and partners

➢ **Next session:** May 2018; under development
QUALITY ASSURANCE THROUGHOUT THE PROCESS

➢ Creation of materials (tests, questionnaires, instructions)

➢ Sampling

➢ Administering materials

➢ Correcting/codifying completed materials

➢ Data collection

➢ Data processing

➢ Data analysis

➢ Writing a national report

➢ Validating the national report
I. CREATION OF MATERIALS

• Frame of reference: official programmes
• Technical team: multidisciplinary (pedagogues, psychologists, linguists, teachers, educational administrators, statisticians, computer scientists, measure and evaluation consultants)
• Creation of specification tables
• Creation of materials: tests, questionnaires, and administration and correction/codification instructions
  ▪ Involvement of central organisations (additional questionnaires / national policies)
  ▪ Involvement of participants in the field (tests and questionnaires / format and suitability of questions; quality of administration and correction/codification instructions)
• Pre-test for a sample (urban/rural)
• Analysis of the differentiated function of questions (selection)
• Completion of tests and questionnaires (stabilising of specification tables and questions)
• Validating and printing materials (following formatting techniques)
II. SAMPLING

- Survey database: Official annual DGESS database
- Representative sampling: Ross & Postlethwaite tables (1988)
- Random selection of 500 primary schools: respecting proportions on a national level (% public/private; % urban/rural; oversampling minority groups)
- Random selection of students: ballot of 20 students per class assessed in each sample school (yes/no)
- Substitution of sick students (occasional illnesses not minor disabilities) by ballot
- Systematic selection: sample school headteachers and class teachers assessed
- Random selection of sample school students’ parents
III. ADMINISTERING MATERIALS

➢ Selection of trainers (members of the technical team)

➢ Training the trainers (presenting materials, administration instructions and standard protocol)

➢ Selection of supervisors: national education provincial supervisors

➢ Selection of administrators: decentralised level; criteria (qualified teachers, conscientious, physically apt, having means of transport)

➢ Training administrators and supervisors: same dates for all 5 areas; profile checks; presentation of materials and administrator’s book; simulations among administrators, then in real-life in class; presentation of supervision records, and simulation of supervisor’s tasks; insisting standard protocol followed

➢ Administration: creation of administrator/observer pairings; same dates in all provinces; scheduling of school visits

➢ Supervisor and administrator reports
IV. CORRECTING/CODIFYING

➢ Selection of examiners: decentralised level; criteria (qualified teachers, conscientious, physically apt, available)

➢ Amalgamation of completed materials and divided into numbered lots

➢ Training examiners: tests and instructions for correcting; codification records with bar-code identification; examiner numbers; lot numbers

➢ Supervision: technical team; quality control (double correction)

V. DATA COLLECTION

➢ Collection by scanning during correcting session (scanner, recording on computers)

➢ Quality control: identification verification, detection of missing answers, doubled answers; return of incorrectly codified reports to the relevant examiners; daily reminder of principles

VI. DATA PROCESSING

➢ Known software: SPSS and STATA

➢ Control, auditing and merging database

➢ Control of participation (strata, categories)

➢ Analysis of the function of questions
VII. DATA ANALYSIS

- Technical team: statisticians, computer scientists, pedagogues, measure and evaluation consultants, sociologists and psychologists
- Creation of a plan for analysis
- Statistical table query (overall results, results according to individual and contextual variables, …)

VIII. WRITING A PUBLIC REPORT

- Technical team: pedagogues, measure and evaluation consultants, sociologists and psychologists, education managers, statisticians, computer scientists
- Attitudes towards current educational policies

IX. VALIDATING THE ASSESSMENT REPORT

- Workshop open to participants and partners
- Under supervision of the National Ministry of Education
- Attendance by technical and financial teams, centralised and decentralised organisations, educational project and programme supervisors, community authorities, unions
RISKS OF BIAS

➢ Consideration of certain socioeconomic variables: wealth, school canteen, household jobs
➢ Consideration of bilingual and French-Arab schools
➢ Teachers’ characteristics: existence and impact of continuous education; existence and impact of pedagogical supervision

CHALLENGES FOR ENSURING QUALITY AT ALL STAGES

• Reinforcement of technical team skills relating to the main activities for the initial stages of a procedure for a national assessment, particularly in:
  ▪ Creating specification tables: principles and procedure
  ▪ Rules and principles of a representative national sample
  ▪ Creating additional relevant questionnaires
  ▪ Multivariate analyses (regressions)
  ▪ Circulation and application of results and recommendations
THANK YOU FOR YOUR ATTENTION

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)