



# **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**

Presentation: Dr. OUEDRAOGO M. Guy Romuald

## 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:** DGEES (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)