APPUI AU PILOTAGE
DE LA QUALITÉ DE
L'ÉDUCATION

Série de webinaires de partage des résultats du programme avec les PTF en éducation

Webinaire #1
Une analyse des pratiques de pilotage de la qualité de l'éducation : démarche et constats

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Webinar Q&A #1

"An analysis of educational quality management practices: approach and findings".

Presentation 2: Priority areas for action - challenges and prospects

1. Have standardized tools been put in place for the diagnostic phase to ensure comparability of country levels?

The specificity of the program lies in its qualitative approach, which goes beyond documentary analysis and sectoral policy analysis, and relies on semi-structured interviews, focus groups...
The interview guides were therefore updated and adapted as the data was collected, and enriched on the basis of the data collected at each stage and level of intervention. They are not standardized quantitative tools.
En revanche, au moment d'analyser les fonctions de pilotage, nous nous sommes appuyés sur une grille d'analyse standardisée comportant 27 questions, commune à l'ensemble des pays, en vue de produire une analyse comparative dont les résultats se retrouvent dans l'analyse des capacités d'un système à mettre en œuvre ces 4 fonctions de pilotage (que nous vous avons présenté). Ce sont les seuls outils « standardisés » utilisés, puisqu'il s'agissait effectivement de produire une analyse comparative de la capacité de pilotage de chacun des pays impliqués dans le programme.

2. Situation: In my village, 80% of pupils at the end of primary school can't read. However, these children know how to speak their mother tongue. With the "ELAN" project, we're learning that any pupil who can speak his or her mother tongue can easily learn a second language. My question: What does the IIEP's quality support program envisage in terms of the emergence of multilingualism in our education system? Thank you very much.

The ELAN program focuses on promoting learning through national languages. It asks how to make what we do effective. It provides guidelines for using national languages to improve learning. At the same time, we're finding it hard to implement what's been planned.
Results such as those of the quality management program, both in terms of results and in terms of the steps taken to improve the actions undertaken, can help to ensure that, for example, in the context of ELAN, the results will not go unheeded and will be effectively implemented according to the principle of the 4 management functions.

3. Has there been any evaluation of the impact of the innovations observed, with a view to developing and extending them? Is the appropriation of methodological approaches by

local players assessed before moving on to program implementation and monitoring-evaluation?

The diagnosis specifies that these innovations observed in the field are innovations developed by a few players in response to the difficulties they face.
During the diagnostic analyses, in exchanges with other stakeholders who were invited to workshops to share the results at the deconcentrated and central levels, the analysis team realized that these other stakeholders perceived these individual initiatives as promising.
These innovations, although existing in the system, are not identified because the system has no mechanism for doing so.
In responding to this type of situation, it is essential to help ministries put in place a system for identifying these innovations, as well as a procedure to enable their development. Once an innovation has been developed and accepted as a solution, its impact must be assessed.
The program has therefore not evaluated these innovations, but has identified them, and encourages the system to take them up for further study.

4. Would you say that issues 2 (pedagogical support) and 3 (pedagogical innovations) are specific to quality management, whereas the other issues (data, dialogue, monitoring, collaboration with research) relate more generally to the management of education systems? And so, are there different ways of approaching these issues in the workstreams?

Today, there are 6 priority issues, grouped into families that have emerged as present in the countries. They are not totally independent, because there are links within these categories, they are interrelated.
According to Patrick NKENGNE, who is in charge of this program, there are two aspects to each issue.
A.   The problem itself, to which an answer must be found;
B.   The way in which the system needs to manage this response so that it becomes an accepted solution known to all.

As underlined by one of the participants, it's essential to popularize the initiatives we see in the field and that work, for greater impact.

From this point of view, these workshops on pedagogical support and innovation have both a pedagogical aspect and a systems planning and management aspect.
From a pedagogical point of view, this means helping local players to understand and develop the solution. As far as systems management is concerned, the decentralized and central levels must support the solutions that emerge from these reflections, so that they become system-integrated solutions.

If we take the example of pedagogical support, there is a strong demand for support for teachers. But this situation is complex. Indeed, while we can develop a solution to help supervisors become true teacher coaches, at present, the texts require these players to be in a position of control.
There will therefore be a need to revise the texts when dealing with this solution, if we aspire to a holistic, sustainable solution in the system.
This will inevitably have an impact on teacher training colleges, but also on continuing education, because we need to be able to cascade this decision down the whole chain, so that the system ultimately has a way of working that starts from the central level right through to the classroom. So the two aspects are intimately linked.

Koffi SEGNIAGBETO, head of the IIPE-Dakar office, points out that the problem of data use also goes beyond the question of quality control. For example, they are not used to decide on the allocation of teachers across the country according to needs and pupil numbers. This has to do with system management in general.

5. Our research shows that decentralized managers are rarely consulted by central levels. We appreciate this systemic vision of the contribution of all levels to the quality of education.

Indeed, the program is based on the assumption that promising practices can be identified at all levels of the system, and that they deserve to be identified and promoted to give them their full potential. It is for this reason that the diagnosis began at the micro level, i.e. at school level, and then progressed, on the basis of a cross-analysis of data, to the deconcentrated and central levels. The interviews, observations and focus groups conducted with players at the deconcentrated level were particularly rich in understanding what was at stake both at the level of school management, but also at the level of inter-professional relations between players. The data collected provided powerful leverage for defining workstreams with the players involved.

6. Haven't the power games between players that characterize the processes of developing and implementing educational reforms in Africa led to a lack of results and the total failure of the reforms?

The action-research and participatory diagnosis methodologies employed aim to analyze practices and relationships between players at the various levels of the system. It therefore implies analyzing power plays, or at least what is at stake in inter-professional relations, and what impact this has when considering quality management. In our analysis, the lack of results in the implementation of educational reforms stems from the systems' difficulty in implementing what is planned. There are several reasons for this difficulty in implementing policies. Power games are certainly a factor, but they are not the only one. The forthcoming webinar series, focusing on specific cases, will provide more information on this issue.