

**Webinaire #1****Une analyse des pratiques de pilotage de la qualité de l'éducation : démarche et constats****20 juin 2023**

14h00-15h30 GMT

**Webinar Q&A #1****"An analysis of educational quality management practices: approach and findings".****Presentation 3: The approach to workstreams and announcement of upcoming webinars**

- 1. Some players are not taking action, notably because of financial constraints. Isn't the problem of financial resources identified for implementing actions due to the unsuitability of the solution and careful analysis to ensure that it is put into practice?**

Les diagnostics ont montré que le « manque de moyens financiers » est une dimension qui revient régulièrement dans le discours des acteurs lorsque qu'ils évoquent les contraintes auxquelles ils font face en matière de pilotage de la qualité, notamment en ce qui concerne la mise en œuvre des actions. On observe une difficulté des acteurs à planifier des actions qui s'alignent sur les ressources disponibles et mobilisables. Il n'est pas rare également d'observer que les ressources financières ont été prévues dans la programmation annuelle du niveau central mais que les acteurs de terrain n'ont pas pu y accéder, par exemple en raison de la complexité des procédures administratives en vigueur.

It should be emphasized that actions to improve quality management do not systematically require access to additional financial resources. Take the example of teacher allocation: within a school, for example, it is possible to optimize teacher allocation by placing the most qualified teachers at the beginning of the cycle to encourage the acquisition of fundamental skills. This does not require additional financial resources. In other words, although financial resources are important, they are not the only solution for improving quality management.

- 2. The central systemic challenge: to ensure that management directs players, interactions, decisions and resources towards the essential purpose of the system: learning.**

This is what the quality management support program is all about. Helping players at all levels to work together and rethink their working relationships, so that they can work together to improve the quality of education. This is the purpose of the post-diagnostic phase, which offers system players the opportunity to work together to develop relevant solutions to the problems they have identified.

- 3. We have chosen to group together here several interventions concerning pedagogical support:**

- **Given that the inspector's role is to monitor and evaluate, wouldn't it be a good idea to think in terms of support/tutoring between teachers in the same school or catchment area?**
- **In some countries (e.g. Burkina Faso): rely on school principals, who are trained to provide local supervision and control of teachers.**
- **Why not force the government to professionalize school heads? Pedagogical advisors and inspectors are crippled and can't control anything by keeping schools in their charge... We need to make school heads more accountable, by reviewing their profile and focusing on their professionalization.**

The inspector's role is often reduced to monitoring and assessment. Inspectors also have a role to play in the pedagogical support of teachers, but the lack of time and the very large number of teachers they have to supervise (ratio of one inspector to 250 teachers on average, sometimes some school districts have no inspectors at all), often prevents them from fulfilling this task satisfactorily. As a result, school principals are increasingly called upon to act as local supervisors, even though they have not been trained to do so. Some teachers could play the role of tutor or supervisor. The key is to devise a method that relies on people who are trained and motivated to do so, and that starts from the needs of the teachers. In some countries, there are "mentors" or "pedagogical coaches" whose role is to "support and accompany teachers in the development of their skills, outside the framework of formal evaluation and without a direct hierarchical relationship", with real potential for transformation.

Developing more effective and efficient pedagogical support practices that are more in line with the real needs of teachers and supervisors, taking into account the level of resources available, is therefore a central challenge for improving the management of education quality. This is the subject of a specific project in Senegal. But this presupposes the development of regulatory texts and the support of players in the change process, to ensure that what is deployed is effective and adopted by all.

**4. The siloed way in which the central departments of ministries of education operate is a real problem that needs to be analyzed in depth if quality management is to be successful.**

Diagnostics carried out in various countries corroborate this statement. Ministry departments are not working together. It has been shown that, while education systems do manage to define clear objectives and targets, adapted to the context of the school territory, and to encourage action, it is more difficult for them to initiate and encourage dialogue between the players involved, with a view to adapting the actions to be taken to the realities on the ground and the resources that can be mobilized. Often, each of the Ministry's departments contributes to the development of action plans according to its own priorities and needs, but without consulting the other departments. The aim of the program is to get people to ask questions and to get departments to talk to each other. The lack of coordination meetings between departments translates into contradictory action guidelines in the field, which the players on the ground don't know what to do with. As a result, this lack of collaboration has a major impact on the system's ability to support, in a concerted and relevant way, the actions carried out at lower levels of the system, and consequently to capitalize on the information produced. Co-constructing and sharing the various findings of the diagnosis with the players involved raised awareness that, if transformation is to take place, it is essential to work on these aspects of collaboration.

- 5. Managing the quality of education is not (only) about the availability of trained teachers and the material conditions that determine learning. There's something about the governance of education systems that explains their performance. The success of education in terms of quality depends not only on all the ministry's staff, from primary school teachers to local and central government executives, but also on the parents of the pupils - notably through the implementation of specific management and/or regulation mechanisms in the school, as well as their participation in the financing of certain resources.**

Absolutely. The program considers that quality education can be assessed either through its determinants (the factors that the literature identifies as necessary for quality education), or through the expected results of an education system that must be observable when an education is of quality.

A quality education is one that ensures that all citizens have access to the education system at the right age, promotes smooth schooling and the acquisition of relevant learning for all pupils, while looking after their health and well-being.

We can also mention the systemic dimension of quality, which results from the effective and efficient implementation of the major organizational and management functions of the education system: planning (infrastructure, equipment), human resources management (recruitment, training, assignment of teachers and supervisors, management of their careers), school programs and curricula, school management, financial resources management, evaluations (of learning and performance); information systems (EMIS)...

More specifically, we define educational quality management as a chain of coordinated actions between several levels of an educational system, aimed at producing information and decisions to achieve the expected results within a given framework, with an imperative focus on equity.

- 6. I think the idea of concerted solutions - what you call Ateliers - is also a good way of solving the headache of local teacher supervision and finding horizontal solutions between local partners.**

One of these projects, which will be discussed in the final webinar, specifically concerns the improvement of local support systems for teachers. As you point out, the post-diagnostic phase in Senegal brought together players from various levels, and led them to reflect together on the most appropriate solutions to resolve what you call "the puzzle of local teacher supervision", with regard to their context, their needs and their resources. It is on the basis of this reflection that they have designed a new pedagogical support system, which they are currently testing.