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

📅 **20 juin 2023**
14h00-15h30 GMT

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Institut international de
planification de l'éducation

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Webinar Q&A #1

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

Presentation 1: The program approach and key findings on quality management practices

1. Could you describe the 4 functions of quality management?

The program assesses an education system's ability to manage educational quality by analyzing the following four functions:
- Function 1 "**Defining objectives and driving action**": this function concerns the ability to define clear objectives and targets, adapted to the context of the school territory, and to drive action;

- La fonction 2 « **Négociation de l'action et allocation de moyens** » : cette fonction consiste à permettre le dialogue entre les acteurs en vue d'identifier et s'accorder sur les actions à engager tout en s'assurant qu'elles sont adaptées aux réalités du terrain et aux ressources mobilisables ;

- Function 3 "**Supporting and monitoring the action**": this function concerns the ability to produce and use reliable information to guide, support and transform the practices of players to ensure effective implementation of planned actions;

- Function 4 "**Capitalization, assessment of the effects of action and regulation**": this function involves documenting the action taken, sharing and disseminating the resulting results, and using them to adjust and adapt projects and policies accordingly.

2. Quality management requires in-depth expertise. However, in most of the countries where we work, managers do not receive sufficient training. What does the IIEP think?

Indeed, to guarantee effective management of education quality, it is essential to develop a certain number of skills, but also to integrate new working and collaboration methods into education systems on a long-term basis. For this reason, IIEP-UNESCO Dakar is currently developing training modules on quality management for managers in ministries of education. These training modules are being developed in collaboration with national training institutes for educational supervisory staff; and these institutes will be responsible for delivering the training. These modules will be integrated into management training curricula to ensure that these skills are permanently embedded in education systems.

3. A question about the approach advocated by the program: what is participatory analysis? What is its purpose? What are the tools used in this approach?

Participatory analysis plays a central role in the program's approach. It involves the active participation of players in the education system throughout the analysis process, and thus differs from an analysis carried out by an expert from outside the system. Its aim is to reinforce ownership of the results, while encouraging the emergence of a diagnosis shared and validated by all players in the education system. By placing the stakeholders concerned by the issues studied at the heart of the analysis process, this approach provides a solid basis for developing sustainable strategies aimed at improving the quality of education. The approach consists in encouraging stakeholders to adopt a reflective posture, by analyzing for themselves the difficulties encountered and the solutions that could be envisaged to deal with them.

To carry out this participatory diagnosis, the program used a variety of data collection and analysis methods, including analysis of the working documents of system players, observation of their practices by immersion in their workplaces, administration of questionnaires, individual and group interviews, and the organization of sharing and reflection workshops at all levels of the education system. For more information, read the methodological guide and its volumes of tools available [here](#).

4. I welcome the approach adopted by the project, which began with a diagnosis and the involvement of the players; but were classroom practices questioned? Because what happens in the classroom is very important.

Yes, the diagnosis was carried out at all levels of the education system, starting with the classroom. At this level, the diagnosis consisted in observing classroom practices, conducting individual interviews with the teachers of the classes observed, and focus groups with the school's teaching staff to document their practices. The aim was to highlight quality management practices carried out in the classroom, and to identify with the teachers concerned potential areas for improvement linked to these practices.

5. What are the factors holding back the implementation of an education policy? And what can be done to implement all the activities planned?

One of the major findings of the diagnostic studies on quality management practices is that the activities planned as part of educational policies are rarely effectively implemented. To envisage solutions, it is first essential to understand the difficulties and constraints that prevent those working in the field from implementing what has been planned. It is on the basis of this understanding that appropriate strategies can be developed to improve implementation.

The lack of dialogue and consultation between the various levels of the education system, the inadequate support provided to players on the ground in implementing education policies, and the limited production and use of reliable data and information to document implementation issues and adjust policies accordingly are all factors identified in the diagnoses as hindering the implementation of education policies.

6. What makes up the quality of an education system?

The program takes the approach of not restricting the notion of educational quality to the level of student learning, but of proposing a broader definition that takes into account both the determinants and the aims of quality.

Determinants are the set of factors known to be decisive in guaranteeing quality education, namely :

- School time and learning time
- Deployment of qualified teaching staff
- Access to and effective use of relevant teaching materials and resources
- Promoting an inclusive and safe school environment, a catalyst for commitment and fulfillment

Ends are the set of results that can be observed when an education is of high quality:

- Universal access to education
- Smooth school paths
- Real learning
- Well-being for all

It is a definition that takes into account equity requirements and encompasses most of the concerns of the fourth Sustainable Development Goal (SDG4).

7. Did you find any differences in the notion of quality, including by the various stakeholders? If so, what were the differences and how could they be reconciled?

Exactly. The diagnostic sought to understand how players in education systems define quality in education, and whether there is a common or rather divergent understanding. The results show that stakeholders tend to define quality of education in significantly different ways, depending on whether they are at school, deconcentrated or central level.

School-level players tend to focus on quality determinants such as school time management, teacher qualifications and the availability of infrastructure and teaching resources. However, as we move up the education system ladder, quality goals tend to take on a more important, if not majority, role. At central level, the emphasis is mainly on the skills acquired by learners, one of the aims of quality education.

Strengthening dialogue and consultation between the various levels of the education system is one way of reconciling these different perceptions and taking into account the concerns of all stakeholders.

8. Doesn't the deterioration in the quality of education in Africa stem from the fact that today it's education that chases the learner, whereas in the past, the learner sought education and did everything in his power to achieve it?

It's true that over the past few decades, significant progress has been made in terms of access to education on the African continent, and more and more children now have easier access to school. However, what they learn on the school benches remains below expectations. While the massification of education has certainly brought about changes in the dynamic between education and the learner, the learning crisis facing the continent is the result of a combination of complex factors that require in-depth, contextualized understanding to provide the right answers.

9. On the whole, we complain about the quality of teaching. Wouldn't it be necessary to clean up our teaching content to get to the essentials, which would enable learners to be more operational at the end of the school cycle, in line with their fundamental needs?

Access to and effective use of relevant teaching materials and resources is one of the decisive factors in guaranteeing quality education. It is therefore essential to ensure that teaching content meets learners' basic needs and prepares them effectively for their future. This means ensuring that the teaching resources available are appropriate, up-to-date and aligned with learning objectives.