

SUPPORT FOR

EDUCATION QUALITY

MANAGEMENT

Webinar series to share the findings of the Program with education development partners

Webinar #2

Using data to improve learning: the « Shawara Karatu » initiative in Niger



September 28th, 2023

2:00 pm - 3:30 pm GMT



Webinar Q&A #2

"USING DATA TO IMPROVE LEARNING: THE "SHAWARA KARATU" INITIATIVE IN NIGER".

PRESENTATION 1: WHAT ARE THE ISSUES WHEN IT COMES TO USING DATA?

A look back at the key findings of the diagnosis.

Those who work in the analysis of education systems and support ministries in the implementation of their education policies note that there is a real willingness to use data to improve learning. When we try to understand why this isn't happening today, we realize that it's not just the insistence on advocacy (even if it remains necessary) that will enable progress to be made, but rather action on various key points, and in particular the need to reposition evaluation within the strategic vision of Ministries, which today doesn't exist, or at least isn't visible. The clearest manifestation of this lack of vision is that none of the educational actor has the responsibility of analyzing these data with a view to improving learning. When this is done, it is on a voluntary and individual basis, and not at system level.

To get beyond this stage, there are other constraints:

- From a technical point of view, agents need to be equipped to access data in a usable format.
- There is also the constraint of equipment availability: educational actors need computers to store and analyze data, which is not the case in most of the inspections visited by the program; This observation also calls into question the programs that fund the equipment and the objectives they aim to achieve.

Is it possible to exploit individual research on specific issues linked to evaluation data?

Today, it has to be said that educational actors are overwhelmed by data produced mainly with external funding and technical assistance, which do not necessarily involve players in the field, leading countries not to use them.

Any research contribution that addresses the issues at hand and contributes to the debate deserves to be considered, especially studies carried out with and in cooperation with people working in the field.

What are the key recommendations emerging from this study to help countries establish a culture of evaluation and data analysis?

The diagnosis and experimentation carried out have shown that there is no real policy on the use of evaluation data, in Niger as in most of the program's intervention countries.

SUPPORT FOR

EDUCATION QUALITY

MANAGEMENT

Webinar series to share the findings of the Program with education development partners

Webinar #2

Using data to improve learning: the « Shawara Karatu » initiative in Niger



September 28th, 2023

2:00 pm - 3:30 pm GMT



One of the special features of the program is that, once the diagnosis has been made, it does not lead to recommendations being made to the countries concerned, but rather to exchanges with the educational actors involved, with a view to co-constructing a solution that meets their specific needs. Establishing a culture of evaluation therefore requires, first and foremost, awareness of the fact that the data resulting from these evaluations are not used. The solutions proposed then emerge from the actors themselves. The Shawara Karatu example, developed below, is one of the solutions proposed by Niger's Ministry of Education to build the capacity of stakeholders to appropriate and use data. However, if we were to identify a first step in establishing a culture of data evaluation and analysis, it would be to set up an institutional framework in these countries to encourage data analysis and use.

The problem: There is no general data use policy. The effects: the non-use of data by local actors. My question: I'd like you to tell us the immediate and underlying causes of this problem.

We have identified 3 reasons why data is not used:

- A lack of strategic vision: data is not collected to improve the quality of learning, but rather to report on progress (e.g. 2^e quarter assessments). What's more, data analysis is not part of anyone's mandate.
- Lack of time: the sheer volume of assessments in the systems makes it impossible to take the time to analyze the results and make decisions on the basis of these analyses.
- A lack of confidence in the data: in several countries, we are witnessing a logic of using data to rank schools, give awards for excellence or, on the contrary, blame schools in difficulty. This logic leads some schools to present complacent data to avoid being stigmatized.

The Shawara Karatu help to raise awareness and consider these various dimensions, and then analyze the factors that prevent data from being analyzed according to the profile of the actors involved (principal, teacher...)

For more details, see the guidance note produced: <https://dakar.iiep.unesco.org/actualites/note-dorientation-evaluer-les-apprentissages-des-eleves-oui-mais-apres>