

HOW CAN THE RESEARCH COMMUNITY CONTRIBUTE TO MEASURING SDG 4?

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16/02/2017

INTRODUCTION

Ensuring universal access to quality education on an equal footing and promoting lifelong learning opportunities

- The ODD4 which I have just quoted is the major challenge facing the international community before 2030
- Takes up the unfinished work of the EFA program and the education-related MDGs and highlights the need to scale up efforts to improve access, equity, inclusion, quality and Learning from a lifelong learning perspective.
- The Continental Strategy for Education in Africa (CESA) 2016-2025 was also adopted in September 2015 to reflect the aspirations of the members of the African Union, placing education at the heart of Africa's development agenda (Agenda 2063) and position Africa's response to the Education Ministers' Conference (February 2015, Kigali, Rwanda) and the World Education Forum (May 2015, Incheon, Republic of Korea).

- **By 2035**, Senegal has the ambition to propel itself among the emerging countries by the creation of wealth distributed equitably among the populations and reaching a growth rate of 7.8%
- It is for this fundamental reason that the Emergent Senegal Plan (PES) was defined which gives the vision:

***Senegal emerging in 2035 with a solidarity society
in a state governed by the rule of law***

The PES has three axes:

- Axis 1: inclusive growth
- Axis 2: Human development
- Axis 3: Good governance

In this context, the Government of Senegal is implementing a new sectoral program, the Quality, Equity and Transparency Improvement Program of the Education and Training Sector (PAQUET-EF, 2013 -2025).

- It is for these reasons that Senegal decided to join international assessments and conduct a lot of national research

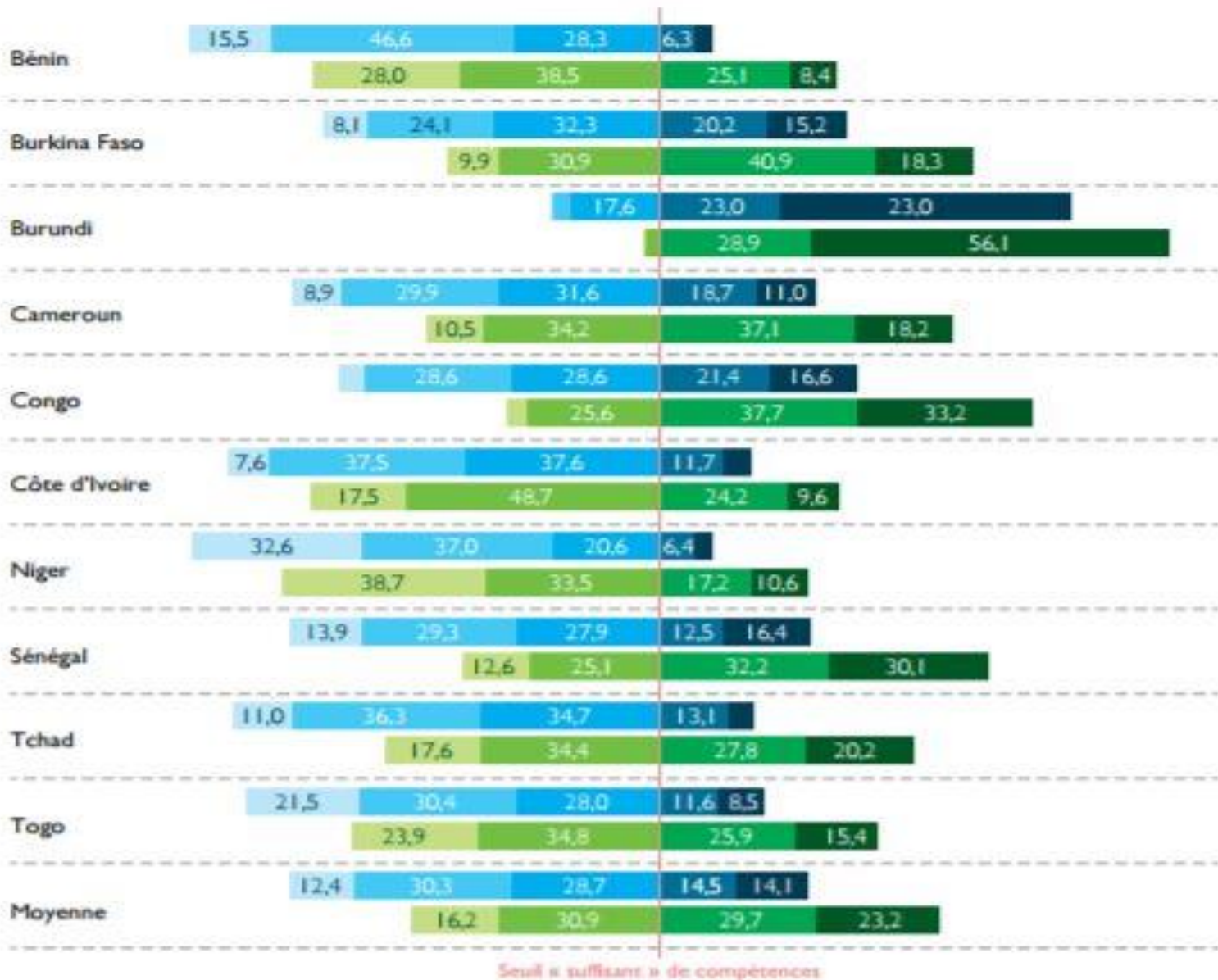
Program for International Student Assessment for Development (PISA-D)

- Monitor learners' progress
- Analyze factors influencing the outcomes of 15-year-olds
- Developing institutional capacity to enable monitoring of SDO4
- Provide evidence for decision makers to diagnose problems in the system as a whole
- Develop exchanges with the international community and education partners
- Five countries participate in this program : **Cambodia, Ecuador, Zambia, Guatemala and Paraguay**

PASEC2014 Performance of Education Systems in Francophone Sub-Saharan Africa

- PASEC **launched its first international evaluation in 2014** in ten countries (Benin, Burkina Faso, Burundi, Cameroon, Congo, Côte d'Ivoire, Niger, Senegal, Togo and Togo).
- The sample covers nearly 40,000 students surveyed in more than 1,800 schools across countries.
- The comparisons of performance will be enhanced over the years by extensive participation of CONFEMEN countries, and by monitoring trends through successive evaluations.

Graphique 1 : Pourcentage d'élèves selon le niveau de compétences atteint en langue et mathématiques – Début de scolarité

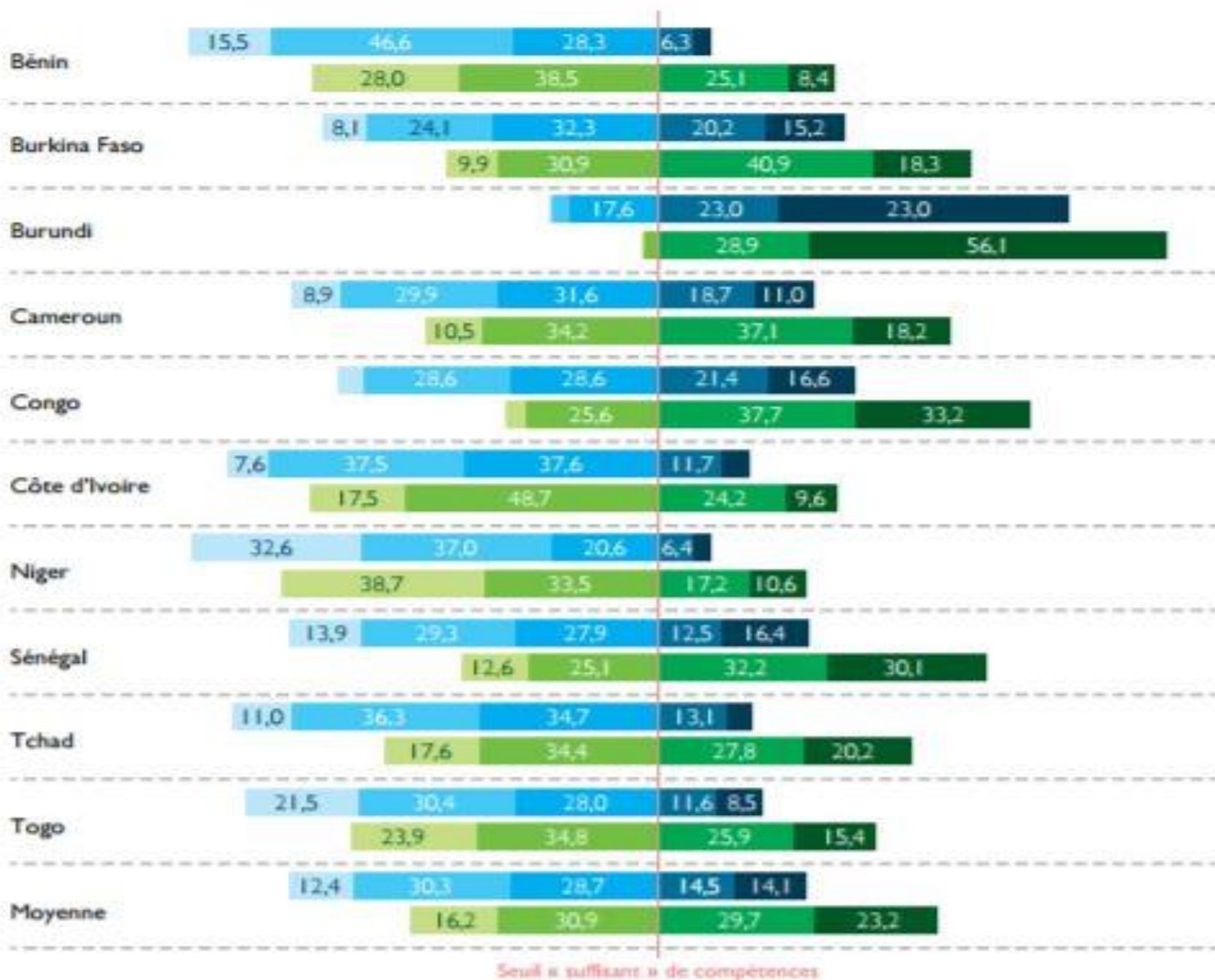


Seuil « suffisant » de compétences

Echelle PASEC.2014 en langue : niveau <1, niveau 1, niveau 2, niveau 3, niveau 4

Echelle PASEC.2014 en mathématiques : niveau <1, niveau 1, niveau 2, niveau 3

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Système national d'évaluation
des rendements scolaires
- Édition 7- (SNERS 7)

RAPPORT DE L'ÉVALUATION DES ACQUIS DES ÉLÈVES DES 2^e ET 4^e ANNÉES DU PRIMAIRE EN LC, MATHS ET ESV



Août 2016

Objectives of the National System of Assessment of Student Performance (SNERS7)

- Every two years we publish a SNERS report shows
- The heterogeneity in the distribution of student scores
- Pupils in urban areas perform better than those in rural areas
- Private schools with less educated teachers perform better than public schools
- The multi-grade and dual flow classes do not offer the better conditions to learning

Annual Performance Report (PCR) 2016 and Annual Work Plan (PTA) 2017

- Use tools and templates sent by DPRE to facilitate consolidation of reports;
- Consistency of the Multi-Year Expenditure Programming Document (DPPD) and Performance Measurement Frameworks (MDFs);
- Ensure consistency between the action plan and the annual budget;
- Inform all indicators;
- Collect financing from the various donors in the sector;
- Collect data related to financial implementation;
- Describe the evolution of the indicator in relation to the 2016 target
- Analyze the results by discussing the outputs and processes that led to their achievement;
- Share and communicate results.

GRC4-AOC Regional Group Coordinating Committee for ODD4-Education 2030 in West and Central Africa

- UN representatives and other multilateral organizations active in the development of education in the West and Central African region (WCA), **meeting on 19 May 2016** at the inaugural meeting of the Regional Group Coordinating Committee for ODD4-Education 2030 in West and Central Africa (GRC4-AOC).
- to discuss ways and means to operationalize an effective coordination mechanism in the West and Central Africa region.
- Center under the leadership of the United Nations Development Group (UNDG) Regional Team and expanded partnership with intergovernmental, bilateral and civil society organizations that support the development of national education in the region.

- The GRC4-AOC concerns mainly 24 countries: Benin, Burkina Faso, Cabo Verde, Cameroon, Cabo Verde, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Equatorial Guinea, Liberia, Mali, Mauritania, Republic of the Congo, Sao Tome and Principe, Senegal, Sierra Leone, Togo, United Republic of Tanzania.
- In the countries mentioned above, the main partners of GRC4-AOC are:
 - Ministries of education and institutions, including those of higher education and research;
 - Local education groups
- UNESCO, UNICEF, HCR, ONU Femmes, FAWE, Save the Children, CONFEMEN (PASEC), CONFEJES, CAMES, REESAO et Handicap International.

Inter-Country Quality Node on Teaching and Learning (ICQN TL)

Network African Learning Assessment (NALA)

- The first planning meeting of ICQN TL and NALA took place in Saly Portudal, Senegal from 15th – 18th June, 2016.
- The Association for the Development of Education (ADEA) and the Senegal Ministry of Education jointly organized this USAID-funded meeting as a follow up to the launch of ICQN TL in Kigali in February 2016, led by the Rwanda Ministry of Education (MINEDUC).
- It also follows the final meeting of the Learning Metrics Task Force (LMTF) in Livingstone, Zambia in February 2016 where ADEA took over the coordination and leadership of the African Learning Champions, renamed as NALA in Livingstone.
- The Saly planning meeting aimed to put in place relevant governing structures and to commence the initial steps of developing a strategic plan to guide the work of both the ICQN and NALA.

- The following deliverables were expected:
 - An integrated governing structure and clear lines of reporting for the ICQN and NALA.
 - An integrated 5 year Strategic Plan for the ICQN and NALA with a budgeted action plan and implementable activities marked by specific milestones.
 - Sharing of experiences by representatives of governments and regional bodies.
 - Completion of the handing over process from Brookings to ADEA on the coordination of NALA

Lessons/guidance for researchers who are looking to get more engaged

1. Use of the mass of data available: policy orientation and remediation
2. Conducting in-depth studies on specific areas related to the learning context (research/action, development of tools and curriculum revision - bilingual approach)
3. Addressing the financial aspect, e.g. investment by the countries in research and program of evaluation
4. Developing communication with all stakeholders and teachers in the classroom
5. Articulation of evaluation/remediation: individualized regulation (index)
6. Capacity building and training of the actors on the piloting and implementation for the installation of the culture of evaluation
7. Development of innovative solution (acquisition of LN (research), TICE, E-assessment, collaborative research)

Recommendations

- Strengthen the national assessment system at all levels to monitor learning on core competencies at key stages
- Involve all the actors of the school, upstream and downstream, in the evaluations to facilitate their comprehension and the management of the recommendations
- Support the use of national and international data to conduct quantitative and qualitative secondary analyzes (to better identify variables not measured by traditional apprenticeship assessments).
- Conduct additional studies on profiles, schooling conditions and underperformance of atypical pupils and/or schools
- Strengthen communication and debate on the results of evaluations at all levels of the education system
- Modernize research and evaluation tools