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Pôle de Dakar
EDUCATION SECTOR ANALYSIS

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EDITORIAL

IN THIS ISSUE

A platform for expertise in vocational training joins the IIEP's Pôle de Dakar

Vocational training represents a key educational sub-sector for integrating young people into the job market and has today become a priority, given mass unemployment and the vulnerability of new generations, both on a global level and on the African continent.

If everyone agrees about the need for adapted vocational training, actually implementing efficient innovative policies has until recently encountered numerous obstacles: insufficient means, lack of coordination, etc. When introducing reforms there seems to be a missing link.

Given this situation, a project for an expert platform on vocational training (PEFOP) has been launched by the French Agency for Development. And on 17 June of this year, its governing board gave an official approval for financial support worth €6 million. The overall supervision of the project, which should begin in the final quarter of 2014, has been conferred on the IIEP's Pôle de Dakar during the initial phase lasting for four-and-a-half years.

In the course of this initial phase, the project will concentrate its efforts on four French-speaking countries of West Africa: Burkina Faso, Côte d'Ivoire, Mauritania and Senegal. Based on a public/private partnership, the PEFOP project will support the introduction of innovative policies for vocational training in Africa. Its objectives will be to review the difficulties encountered in implementing vocational training policies and to develop mechanisms to overcome them, particularly through the setting up of a network of people involved in building up experience for the whole African continent.

The IIEP's Pôle de Dakar enthusiastically welcomes this innovatory project in favour of vocational training and will support it closely in order to achieve its mission.

Guillaume Husson and Beïfith Kouak Tijab

Coordinators, Pôle de Dakar

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Despite a difficult context, the education system of the Democratic Republic of the Congo displays strong resilience and retains the confidence of households

The official presentation of the second Country Status Report (CSR) of Education System in Democratic Republic of Congo (DRC) took place on Tuesday 10 June 2014 at Kinshasa. Using an innovative approach through a sectorial analysis of education, the DRC is the first country to have conducted a supplementary analysis of the impact of risks and conflict on the education system. The study shows that, despite the socio-economic and humanitarian situation, the indicators for education have improved illustrating a certain level of resilience in the education system. This outcome can clearly be attributed to the strong commitment of the government and its partners, but it is mainly due to the exceptional effort on the part of Congolese families. In 2012, households contributed as much as 75% to the costs of primary and secondary education, demonstrating their confidence in the education system. ■

The CSR national team of the Democratic Republic of Congo. © UNESCO/JL.Yameogo



For the third consecutive year, the Pôle de Dakar participated in the training workshop on the analysis and sectorial planning of education provided jointly by the CIEP and the consultancy firm *Vif du Sujet* [The Heart of the Matter]. The course took place at the CIEP premises at Sèvres, France, from 14 to 25 April 2014. The Pôle de Dakar led the discussions devoted to sectorial analysis and on the model of financial simulation. The training session brought together about twenty people, for the most part senior officers working in African ministries of education. It enabled the participants' skills to be improved through practical exercises analysing a series of indicators used in the diagnosis of education systems, such as the geographical distribution of teachers or the comparative efficiency of schools. The training session also sought to transmit crucial knowledge by stressing the limitations of sectorial analysis and in manipulating simulation models of financing. ■

Pôle de Dakar's intervention at the International Centre for Pedagogical Studies (CIEP)



Training session in sectorial analysis for education, Sèvres, April 2014. © UNESCO/JL.Yameogo

Launch of the first evaluation of pupils' learning assessment in Guinea Bissau



Mamadou Saliu Jassi, Director of the Planning and Statistical Services in the Ministry of Education of Guinea Bissau.
© UNESCO/J. Jourde

Until the present time, Guinea Bissau did not benefit from any evaluation system enabling the quality of its education to be measured and no learning assessment of pupils had been carried out at the national level. However, estimating the quality of teaching provided by an education system and being able to compare pupils' learning at the national and international levels is a fundamental factor in the sectorial analysis of education. Guinea Bissau is in the process of addressing this situation. During a series of support measures provided by the Pôle de Dakar between 2014 and 2015, the country launched the national evaluation of learning assessment. "It's the first time that we will benefit from a scientific appraisal of educational quality," declared Mamadou Saliu Jassi delightedly, coordinator of the national commission for the evaluation of learning assessment.

It all began some years ago in the context of collaboration with PASEC¹, which usually designs and organizes the evaluation of learning assessment in the French-speaking countries². Since 2008, PASEC had been carrying out training for the conduct of an evaluation with a team of officials from Guinea Bissau, but this project could not be completed due to national institutional constraints. It was finally prior to the preparation of a new sectorial

plan of education for the period 2016-2025 that the activity could begin again. The Pôle de Dakar, in addition to contributing other backing measures concerning the design of a sectorial plan, such as the updating of the sectorial analysis and the financial simulation model, provides its technical expertise for the evaluation, which focuses on learning outcomes of pupils in the second and fifth year in Portuguese and mathematics, using existing PASEC instruments.

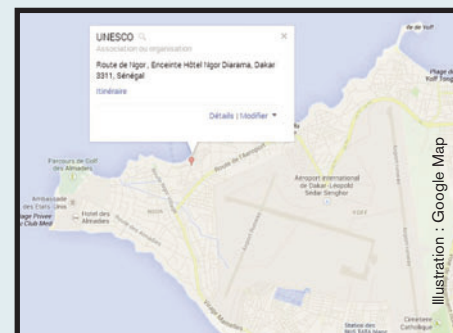
From theory to practice, motivation as a driving force for success

To carry out the evaluation, seventy-five teachers were trained in how to apply tests and questionnaires. The procedure, which started last March, should be completed by the end of the year. "The Pôle de Dakar warned us about certain difficulties and we were ready for them; nevertheless, from theory to practice, matters that seemed obvious to us raised numerous questions," observed Mamadou Saliu Jassi. If the theory of designing a test was simple and consisted of translating existing French tests, "it was necessary to adapt them to the characteristics of Portuguese and to the school courses", he explained. Furthermore, "how does one satisfy the criteria of a sample when the conditions on the ground are not compatible?" On all of these practical matters, "the Pôle de Dakar gave us the benefit of its expertise and allowed us to proceed with confidence," he declared.

Today, the administrative phase is completed. A random sample of 150 second-year classes and 150 fifth-year classes was selected, involving more than 230 schools. In total, almost 2,000 pupils have undergone the tests that will now be assessed. But, in this case too, the administrators have requested further guidance as the evaluation proceeds. "How does one decide if a pupil's reply is correct or not; what level of cor-

rectness is required?" emphasizes Mamadou Saliu Jassi once again. "The administrators were very particular about the details." They were also very involved. In the future, they would like to participate in the analysis of the tests, to have access to the evaluation procedures and to participate in the presentation of the outcomes. Whatever the initial problems encountered, the main sign of success can be found in the motivation of the administrators. Between now and the end of the year, Guinea Bissau will without any doubt have available its first national evaluation of learning assessment. ■

- 1 Programme for the Analysis of Education Systems of the Conference of Ministers of Education of French-speaking States and Governments.
- 2 Guinée Bissau, a Portuguese-speaking country, is a member of the French-speaking States and Governments.



IIEP's Pôle de Dakar New Offices

The offices of the UNESCO Office in Senegal, where the Pôle de Dakar is located, have changed address. From now on, UNESCO shares a building in the northern part of Dakar city, in the suburb of Ngor, with the United Nations Office for West Africa (UNOWA), as well as the Office of the Special Envoy for the Sahel.

To find us :

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Education Sector Analysis Methodological Guidelines

Comprehensive new guidelines for analysing and monitoring education systems and policies

Education for all children is a top priority for nations around the world. Many countries have invested in improving quality and increasing access for the most vulnerable of children. However, work remains undone.

At least 57 million primary school-aged children and 64 million lower secondary school-aged children do not attend school. Most of these children belong to marginalized groups including the poor, children with disabilities and children living in conflict-ridden areas. More than half are girls. Globally, 250 million children are not learning basic reading and math skills. Often it is because they do not reach the fourth grade or because their learning conditions in schools are inadequate.

Efforts to improve access to school and an effective learning experience depend on reliable, evidence-based analysis that can inform policymakers. To ensure top-quality analysis, a collaboration of education economists and specialists from UNESCO, UNICEF, the Global Partnership for Education secretariat and the World Bank are introducing *Education Sector Analysis: Methodological Guidelines*.



HOW TO GET A COPY

The two volumes of *Education Sector Analysis: Methodological Guidelines* will be available in English and French. They will be available September 2014 and will be accessible at www.unicef.org/education.

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Purpose

The goal of the new guidelines is to provide methods for creating comprehensive education sector analysis that will lead to significant reforms to government's education sector plans.

These guidelines start with the recognition that governments drive change. The guidelines place government teams at the centre of the process. The approach is meant to increase countries' ownership of the research and resulting reforms. The detailed methodological guidelines also aim to build country analytical capacity to conduct educational analyses with progressively less external support.

Guidelines

Education Sector Analysis: Methodological Guidelines provides the tools necessary to analyse a country's education sector. The guidelines are divided into two volumes and 10 chapters. The first volume features methodologies for assessing six sector-wide thematic areas:

- Context
- Access
- Costs and Financing
- Quality and Management
- External Efficiency
- Equity

The second volume covers four sub-sectors: early childhood development, higher education, literacy and non-formal education, and technical and vocational education and training.

Each chapter of the guidelines includes:

- Descriptions of the key policy issues to be analysed;
- Practical data collection tools;
- Methodologies for data processing and analysing;
- Qualitative tools such as questionnaires for stakeholder interviews;
- Examples of country analyses that include interpretations for policy dialogue.

Although the guidelines aim to be comprehensive, country contexts vary. Government teams are encouraged to select the sections relevant to their analysis "à la carte" according to their main education policy issues and specific data constraints. For instance, if relevant for a country, the guidelines provide recommendations for including an institutional analysis and/or an analysis of humanitarian context, conflict, risks and vulnerability into education sector analysis reports as a section of an existing chapter or as a full additional chapter. Most recently, Chad and the Democratic Republic of Congo included such chapters in their reports.

Background

The new guidelines are an update of a 1999 document that has been used to support the preparation of about 70 Education Country Status Reports (CSR) in more than 40 countries. The CSRs have been instrumental for the preparation and monitoring of education sector plans and have assisted them as they access funding for implementation, including from the Global Partnership for Education.

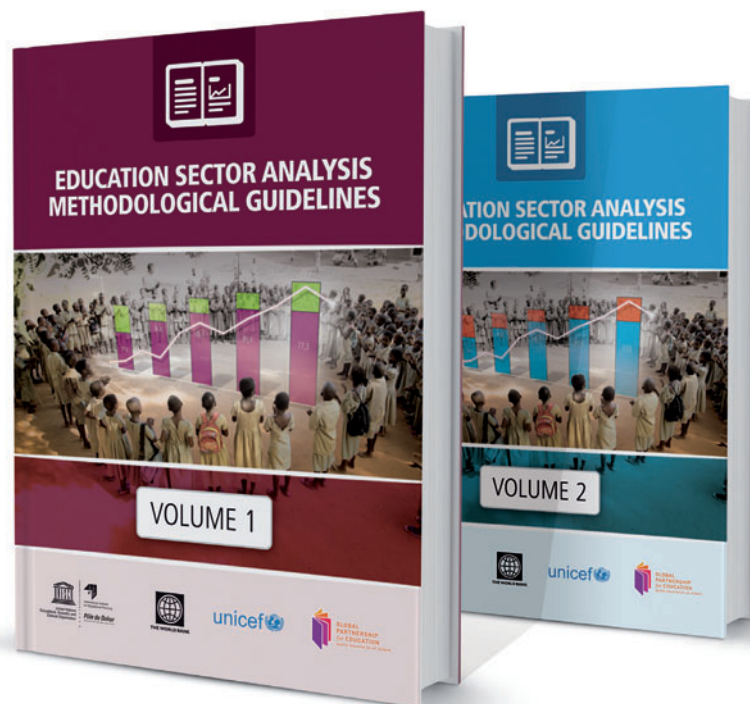
What's new

The new guidelines include changes requested by government teams and the education policymakers who depend on the analyses. In particular, they expand the scope of analysis to the entire education system – from early childhood development to higher education. They present detailed methodologies that assist government teams and give them more autonomy.

Methodologies for education sector analyses have also evolved in recent years and the new guidelines reflect the most up-to-date developments in the field. Specifically, they provide guidance on using data and surveys that have recently become available.

Reflecting global strategies

The new guidelines adhere to global priorities established by development partners including the Global Partnership for Education, UNICEF, UNESCO and the World Bank. For example, UNESCO has emphasized national capacity strengthening enhanced by the learning-by-doing and coun-



try-ownership approach. These approaches are recommended for use when applying the new guidelines.

UNICEF has focused on equity in education and has promoted the use of tools and initiatives that address bottlenecks including Monitoring of Results for Equity Systems (MoRES) and the Out-of-School Initiative (OOSCI). The new guidelines provide users with support on how to use UNICEF's efforts to develop high-quality data and analysis.

The new guidelines also reflect the goals of the World Bank's Africa Strategy, which is based on knowledge, partnership and financing and of its Global Education Strategy.

Collaboration

The new guidelines were prepared by more than 25 education economists and specialists from UNESCO, the World Bank, UNICEF and the Global Partnership for Education secretariat. The production team was led by Mathieu Brossard, UNICEF Senior Education Advisor.

The preparation of the guidelines was made possible with technical and financial support from the UNESCO's International Institute for Educational Planning-Pôle de Dakar, UNESCO's Africa Regional Office, the World Bank, UNICEF and the Global Partnership for Education's Education Program Development Fund. ■

Three questions for **Michel Faye**

Director of Vocational and Technical Education

Ministry of Vocational Training, Apprenticeship and Craftsmanship, Senegal

Senegal will be amongst the first countries to benefit from PEFOP, the IIEP Pôle de Dakar's expert platform for vocational training, which will support the introduction of innovative policies in vocational training. What are the challenges connected with the introduction of these policies in Senegal?

For more than ten years Senegal has engaged a widespread reform of its technical education and vocational training system. The objective of acquiring competences has been clearly stated and has called for a paradigm shift with regard to the challenges associated with the economic objectives attributed to vocational and technical training. The priority guidelines have been set: the establishment of public/private partnerships; the adoption of a sectorial approach; the renewal of teaching methods; the alignment of training opportunities with recruitment; taking charge of continuous training and support in finding jobs for the trainees; taking charge of apprenticeship; introducing a sustainable financing mechanism; developing craftsmanship. A large number of projects have been launched.

Nevertheless, if the strategy is clear, it must be admitted that the record of its execution would appear to be, on many levels, modest. If we were to mention just one figure: today there are less than 400 learners per 100,000 inhabitants, whereas some 2,000 are needed to satisfy the needs of the job market. This shows the extent to which vocational and technical education needs a fresh impetus. The search for a genuine control of the system, based on a sense of ownership and synergetic contribution on the part of all the participants, is our priority from now on.

To what extent is the approach of the PEFOP project different from the support previously provided in the domain of vocational education?

Given the manner of presentation in the project document, the approach developed by the PEFOP is quite different from our typical support, which usually consisted of the construction, refurbishing and equipping of training centres, the training of trainers, the printing of textbooks and guides, etc. In this case, the actual function of the PEFOP project is different. It aims to introduce operational policies of vocational training. The platform is an "immaterial support" for the guidance of the reforms on a contractual basis, without substitution, and supporting what already exists in each country. It also provides a framework for pooling ideas for countries facing similar situations. It represents a true innovation.



The second component of PEFOP will allow an exchange network to be set up between about ten countries on the subject of implementing vocational education policies. What are the priority subjects that Senegal would like to discuss with its neighbours?

To raise the matter of public/private partnership would seem to me to be the priority since it represents the foundation of quality, relevance and the external efficiency of the vocational training mechanism. We must move away from a sub-sectorial and narrow conception of vocational training towards a systemic approach that involves all the potential resources of the State, social partners, civil society and the local communities. Our attention is equally focused on the question of the financing of vocational training. This would particularly enable the discussion to be turned towards the management of public vocational training establishments with a view to a greater involvement of the private sector.

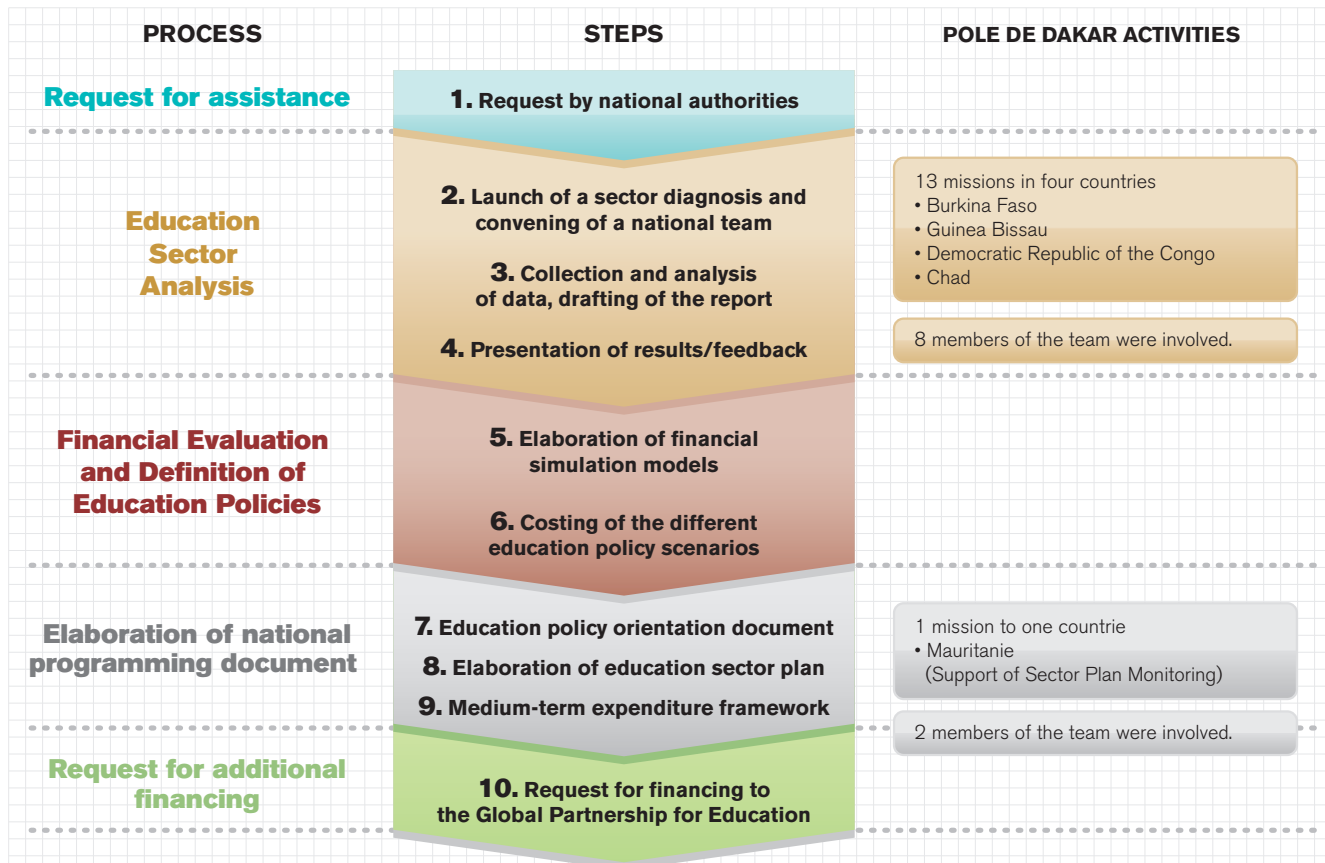
Finally, the PEFOP can encourage discussions within the West African community. Senegal recently organized a conference of ministers responsible for employment matters and vocational training in the UEMOA zone [the West African Economic and Monetary Union]. Further to the subjects concerning the training course design mentioned in the context of united action, Senegal could, with the support of PEFOP, discuss with its neighbours the introduction of national certification frameworks likely to encourage the mutual recognition of competences. This would be strong encouragement for strengthening the social, political, economic and cultural integration of the West African States. ■

WORK AT THE COUNTRY LEVEL

From December 2013 to June 2014

Country Status Report (CSR)

The principal activity of the Pôle de Dakar is direct support to African countries in the domain of sector analyses of education, financial management and the definition of educational policies. The types of support provided by the Pôle de Dakar and the activities carried out by the team since December 2013 are presented below.



Other activities of the Pôle de Dakar:

Educational financing - Project of the Global Partnership for Education

- Launching of the Efficiency and Equity in the Allocation of Public Resources Project in Guinea Conakry (March 2014, Conakry) and in Zimbabwe (June 2014, Harare).

PEFOP

- Presentation of the PEFOP expert platform on vocational training to the countries benefiting directly from the project in Burkina Faso, Côte d'Ivoire, Mauretania and Senegal (April 2014, Ouagadougou, Abidjan, Nouakchott, Dakar).

Presentation of support services

- A joint mission by different UNESCO units presenting their services to the Government of the Côte d'Ivoire (April 2014, Abidjan).

Seminars and workshops

- The PEIC Workshop - Protect Education in Insecurity and Conflict organized by the IIEP and the International Bureau of Education (March 2014, Geneva).
- Workshop of the Partnership to Strengthen Innovation and Practice in Secondary Education - PSIPSE (March 2014, Nairobi)
- Workshop on the Professionalization of Teachers at the University Abdou Moumouni, Niamey (March 2014, Niamey).
- Training Workshop for sectorial analysis and planning at the CIEP (April 2014, Sèvres).
- International Colloquy on Early Childhood Development (April 2014, Bujumbura).
- Capacity-building workshop on educational planning in Benin (May 2014, Lokassa).
- The second Replenishment Pledging Conference of the Global Partnership for Education (June 2014, Brussels).

LATEST NEWS

The Pôle team

Arrivals



Neloum Koumtingue is the new officer responsible for the administration and finance of the IIEP's Pôle de Dakar. Neloum joined the Pôle de Dakar in 2011 as the financial assistant. She then worked within the administration of UNESCO's Regional Office on behalf of the Pôle de Dakar. Neloum had previously worked with the mission of the United Nations High Commissioner for Refugees in Chad.



Fata Rouane arrived at the Pôle de Dakar on a consultancy mission for a period of six months. His work consists of estimating some twenty indicators on the relationship "education/training-employment" and the performance of the training system on the job market in some fifteen African countries. These indicators, and the methodological note that will be produced about how to estimate them, will allow the principal features of job insertion to be identified in the context of the DIPEFE (Prospective Diagnostic of Education/Training-Employment).



Kadar I. Yabe supports the activities of the Pôle de Dakar for a six-month consultancy. He provides assistance in the preparation of sectorial analyses for education in order to guide educational policies and to prepare documents for national strategies. He is also involved in distance training, in sectorial policies and the management of education systems developed by the Pôle de Dakar.

AGENDA

1 and 2 October 2014, Dakar.

The Steering Committee of the IIEP's Pôle de Dakar

Sectorial Policies and the Management of Education Systems (PSGSE)

13 to 21 October 2014

First gathering of students participating in the eighth year

1 to 5 December 2014

Final gathering of students participating in the seventh year

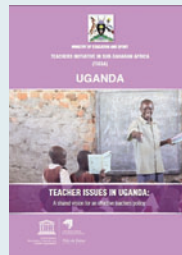
Sectorial Analysis and Management of Education Systems (SAMÉS)

27 October to 4 November 2014

First gathering of students participating in the third year

New publications

Available online www.poledakar.org



Teacher Issues in Uganda:

A shared vision for an effective teachers policy, Ugandan Ministry of Education and Sport, UNESCO-IIEP Pôle de Dakar, July 2014.



Benin Education Country Status Report,

Invigorating educational policy in the context of the Ten-year Programme for Development of the Education Sector, République du Bénin, UNESCO - IIEP Pôle de Dakar, July 2014.

+ 1 new country note

In Uganda, galvanizing the teaching force, June 2014.

Pôle de Dakar

EDUCATION SECTOR ANALYSIS

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The Pôle de Dakar is an education sector analysis unit for Africa of the International Institute for Educational Planning. The articles contained in this publication express the point of view of the Pôle de Dakar and not necessarily those of the IIEP or of UNESCO. The information bulletin is published every six months in French and English.

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