



Digest - Day 2: Tuesday 22 February 2022

Presentation 1: What are the issues in using evaluation data?

The use of data is at the heart of the four quality management functions. However, there is a strong contrast between the wealth of data collected and its use to improve quality.

There is little interest in qualitative data, although it provides important information for understanding what lies behind school results and the performance of the education system.

Why?

- A lack of vision and national strategy for data use
- Lack of confidence in certain data by stakeholders
- A lack of time to exploit the data further and disseminate the results widely



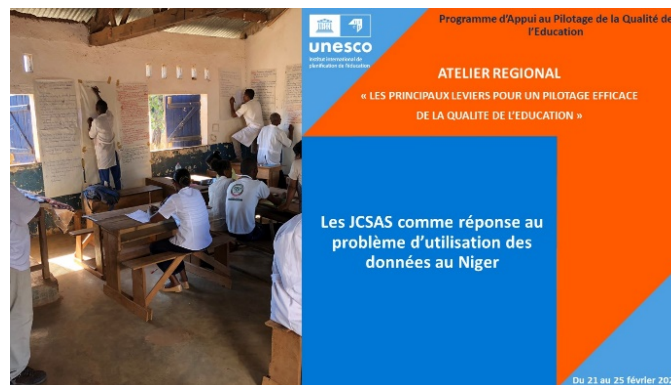
Link to YouTube video:

<https://youtu.be/erZHqVpweA>

[Link to the narrative PDF](#)

How can we get the actors to exploit this wealth of information in such a way as to really benefit from it to improve quality?

Presentation:2 Communal learning achievement days (CLADs) as a response to the problem of data use



Link to YouTube video: <https://youtu.be/RfCe9vck4c0>

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The Journées Communales de Suivi des Acquis Scolaires (JCSAS) are a project initially conceived by the Direction des Examens et Concours et Orientation Scolaire du Niger. They

aim to enable each commune to take hold of its evaluation results, to exploit these results with the teaching staff and to draw lessons for remedial action.

A JCSAS takes place in 3 phases:

- ✓ **Preparation phase:** inventory and analysis of available data in order to identify the priority issues that will feed the collective reflection.
- ✓ **Implementation phase:** brings together education stakeholders to identify responses and means of action that are recorded in a communal plan for improving the quality of education.
- ✓ **Follow-up phase:** accompany the actors in the implementation of the actions decided during the day.

Questions : What are the prospects for strengthening the use of assessment data for learning?

The analysis of the participants' contributions reveals three main lines of thought:

1. Bringing the producer and user of data closer together

"The purpose of the evaluations we do in our education systems is not very often shared by all the actors. This can justify that we evaluate for the sake of evaluating, whereas an evaluation should serve a purpose.

"What strategies should be used to ensure that all stakeholders have confidence in the data in order to take concerted action to improve the quality of education?"

"Evaluations don't work because we are asking actors to do a job for which they were not prepared either through initial or in-service training. The solution then lies in building the capacity of all actors in this field.

These testimonies highlight the importance of bringing the production of data closer to its use:

- The results of the analysis must be useful and meet an expressed need, which requires a dialogue between those who produce the data and those who use it.
- We should only produce data that we need.
- Each time data is passed up to the next level, new information must be provided, which is necessary for steering.

2. The conditions for repositioning evaluation

"Also, not just anyone can process and analyse evaluation data. Hence the problem of training specialists in the processing of data collected during evaluations.

"Rational use for the purpose of improving the quality of education cannot succeed without including modules on the use of evaluation data in the training of future trainers".

Feedback from participants highlights the need for further training on key aspects such as

- Curriculum adaptation, school supply and demand management, human resource management;
- Development of dashboards to identify where it is more difficult to succeed than elsewhere;
- Construction and evaluation of evaluation systems.

A point of vigilance here is to know whether the objectives set can be achieved solely through the design and/or implementation of training modules. The diagnoses carried out have in fact highlighted that **learning to "act together" to better implement and use data is also an important issue**. This must be done through a trial-and-error approach, which promotes innovative initiatives and which must be monitored by the Ministry.

The exchanges also indicate **the importance for the Ministry to clarify the expectations**.

"We ask actors at all levels to analyse the results before reporting them to the hierarchy, and we know that this is not done. And when the hierarchy receives them without this analysis, it asks itself why this analysis is not done. What to do in this situation? Do the actors who are asked to do this analysis know how to do it? (Niger)".

Finally, **the importance of promoting the autonomy and empowerment of actors** is also stressed.

"A change is needed from the current centralisation to decentralisation at local level. If users/practitioners are not involved, this work will have no real impact."

3. Each level of actor has its own type of evaluation

Depending on the level at which they are situated, the actors do not necessarily need the same type of data to steer their action:

- **At the level of central government**, this means, for example, using the results of national and international assessments to design educational strategies and policies (e.g. revision of curricula). This dimension was little mentioned by the participants.
 - **At the level of the devolved administration**, the need for the central level to facilitate a redefinition of the purposes of evaluations was noted. The objective is to move from a logic of evaluation 'for the sake of evaluation' to one in which evaluation is linked to an intervention strategy to resolve problems arising from a shared diagnosis. An interesting avenue to explore is how to strategically orient the implementation of evaluations so that the results can be used to identify and intervene where it is a priority.
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"I think we need to reverse the approach or the current practices: not evaluate and then ask what the evaluation is going to be used for, but say what do we want to enlighten? For whom?"

- **At school level**, in partnership with the devolved administration, the challenge is to use the results of assessments to develop effective remedial practices.

"One of the best strategies is to set up a monitoring team in each school, involving all the staff working in the school, which should analyse school results and propose remedial action. The regional or departmental directorate should monitor and evaluate the implementation of these actions, and finally, at the level of the Ministry, a central committee should ensure the strategic steering of this policy orientation.

Participants also stressed the need to produce qualitative analyses.

"Yesterday, in the group work, it was concluded that practitioners need to be trained because assessment is struggling to serve learning. The question is then to see if the tools correspond to the country context and the needs. Quantitative data is favoured, whereas qualitative data is also important. It allows you to sit down and reflect on your practice. Teachers need qualitative information to make good decisions, so they need good tools. (Institut sup des sciences de l'éducation, Guinea)
