

From: CLAUDE SAUVAGEOT <claude.sauvageot@education.gouv.fr>
To: kbanik@educationfasttrack.org
Date: 08/28/2011 07:04 PM
Subject: Re: Reminder: EFA FTI GRA Stakeholder Consultation 2-(Pasec and from the General Secretary of the Confemen)

Dear Koli,
August is not a good time to proceed to a consultation.

I have no opportunity to discuss with my Pasec colleagues and with the General secretary of the confemen Jacques Ki.
I will propose to discuss your document during the next meeting of the Pasec Scientific committee mid-September.
But I am sure Pasec will support your project and participate - contribute to many activities.

It could be very useful to organise a meeting between you and Pasec to see how Pasec can contribute and participate to all the activities you mentioned in the document.

On the document itself, I was not able to comment it in detail.
But as you know, Pasec assesses from 1991 the second grade of primary school and we agree that it is very important to have some results at the end of this grade. We have some experience to share.
Pasec helps UIS in the project of Observatory of assessment and we are ready to support the building of a repository.

I don't think we can use fluency in reading as a tool to assess the education system. It is a tool for teacher to control quickly the ability of some students. There is no clear link between fluency and understanding. That's why I prefer the Pasec or Sacmeq way to test than some fluency tests.

About teacher training, I think we have to always keep in mind what is the teaching material teachers have when they come back to their class. Even if they receive a very good initial or continuing training, if they have no manual, no blackboard, no... in their class, how can they use what they learned ?
It means we need to provide teachers not only training but also material to apply what they learned. Doing that we can really assess their training. Otherway, we cannot assess it. It means no real assessment has been yet done.

I understand the focus on assessment in early grades and at the end of primary education. But I think we need to assess what happens at the end of 'basic education' because many developing countries try to develop 9-10 years of schooling and it is very important to know what are the competencies of the student at this level.
Developing countries need to know what is really going on at this level.... too...

Again, I think we have to improve our cooperation. For sure, we can contribute to several projects. But it means for us to organise some changes in our practice (last grade and not 5th grade, some oral assessment,...) and we will need some support.

Hope we can continue the discussion soon.

Best regards

Claude Sauvageot