JÀNGANDOO

Research Laboratory on Social and Economic Transformations (LARTES-IFAN)

Barometer for the Quality of Education in Senegal
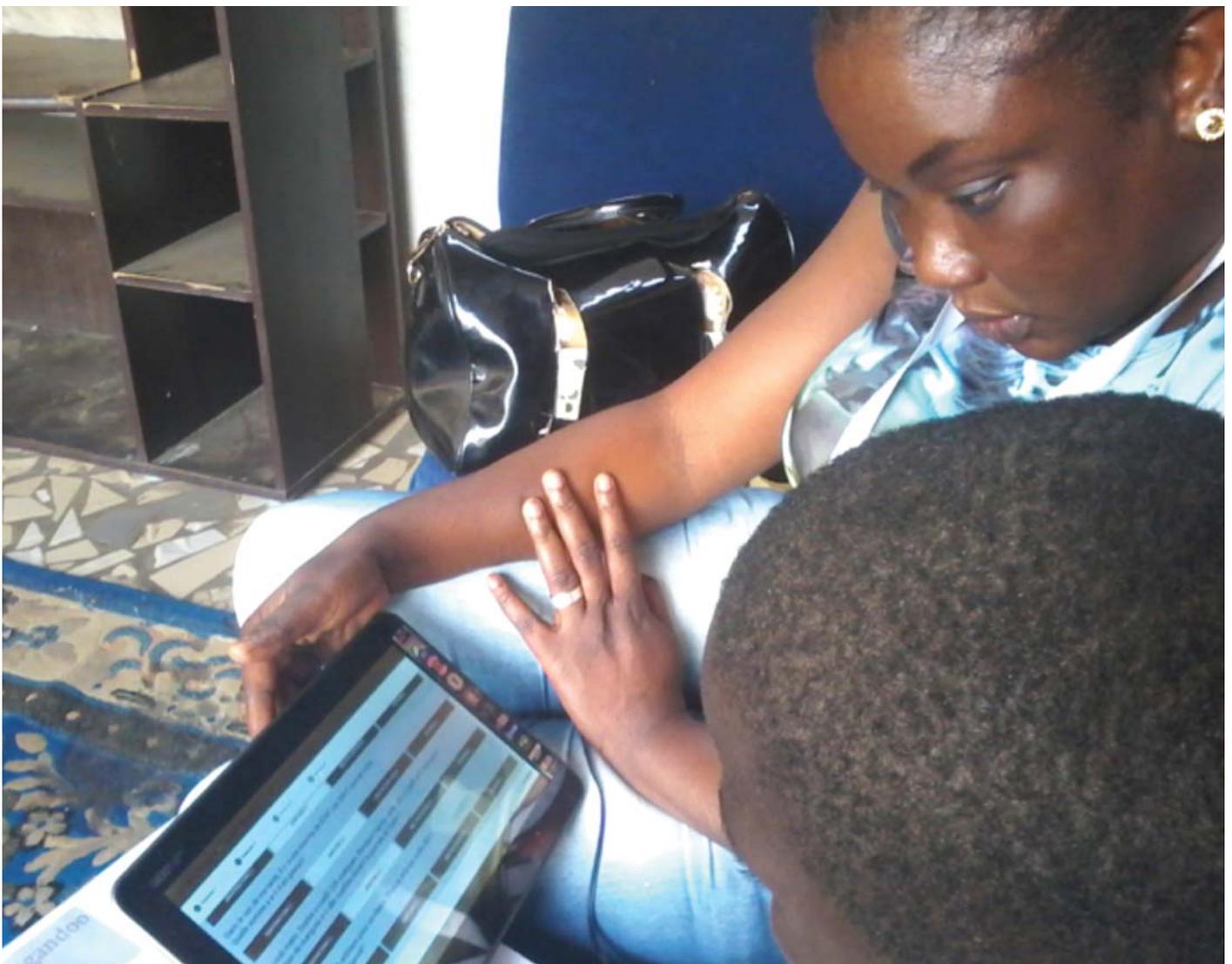
Jàngandoo 2016, a citizen-led assessment for local development

July 2016

Introduction

Jàngandoo's evaluation is aimed at providing findings on children's performance in the art of reading, mathematics, and general knowledge. The test submitted consists of a medium test[1] and an additional test. The former corresponds to the main acquisitions, meaning the required competences in reading, mathematics, and general knowledge at the end of the third learning year. Any child that passes the medium test is afterwards submitted to an additional assessment[2] which determines his/her performance threshold in these three subjects. The evaluation is moderated in French or Arabic (depending on the child's discretion) based on the tests elaborated or validated, according to the Item Response Theory (IRT)[3].

The evaluation is carried out using digital tablets carefully managed by seven hundred (700) volunteers selected by 12 NGOs from the 45 administrative departments nationwide, with the support of the William and Flora Hewlett Foundation.

In addition, LARTES-IFAN has a multidisciplinary team made up of experts in education sciences, sociologists, statisticians, economists, demographers, anthropologists, legal officials, jurists, computer solution designers, etc. who carry out joint analysis. These analysis result in the development of a periodic assessment of the education quality and exclusions, but also the implementation of remediation actions as well as an observatory of households' socioeconomic conditions in Senegal.

1. Jàngandoo barometer, a periodic assessment of the quality of education

The cross-analysis of data on the learning activities, the living conditions of households and their learning places provides information on the determinants of the quality. This analysis is aimed at:

- Describing the relevant socio-economic indicators (social background, household composition, economic standard, inequality, etc.) and analyzing their links with the child's performance,

- Identifying the educational tuition fees spent by households and correlating them with the child's performance

- Analyzing the geographical, intra-family, gender inequalities and the follow-up system of the learning within the households and gauging their impacts on the child's performance

- Providing information on the situation of children (guardianship, disabilities, learning places attended…)

- Collecting data on the learning conditions, the state of the teaching aids (manuals, library, etc.), the logistic conditions (blackboard, benches, electricity, drinking water, outer wall/fence, operational lavatory/restroom, classrooms, etc.) and the use of the information and communication technologies (ICT).

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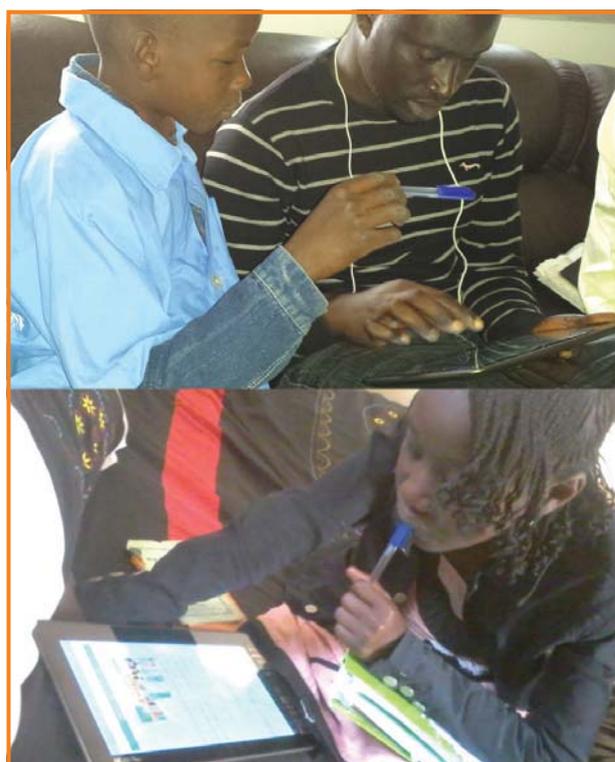
[1] The medium level corresponds to the third year of learning, for example CE1 in formal education

[2] The additional test consists of several levels that correspond to the 4th-6th learning years (level 1), and then to the 7th-9th learning years (level 2), and at last to the 10th -12th learning years (level 3).

[3] The Item Response Theory is a scientifically recognized methodology that enables to analyze the items by highlighting their levels of difficulties and differences in performances of the learners tested amidst several groups (gender, language of test, place of residence, etc.)

2. An independent report on school exclusion in Senegal

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The victims of school exclusion are the children who have never attended school, those who have dropped out or returned to a place of learning, etc. The data provided by Jàngandoo 2016 will enable an analysis of the determinants of their absence from learning places, the present occupations of drop-outs and their profiles. A specific report will draw up a diagnosis of the situation of children out of learning places and a mapping of exclusions in the 45 administrative departments of Senegal will be put at educational stakeholders' disposal. This report is based on data collected from the sixteen thousand (16,000) households surveyed in June-July 2016.

3. Switching from assessment to action (to influence change)

The citizen-led barometer enables the collection, categorization of the main mistakes made by children during the tests in the main subjects in a bid to conduct remedial actions. For the medium level, a remedial model is being implemented under a

tripartite partnership (LARTES-IFAN; education and training inspectorates, academy inspectorates; and local governments). It could consider extending this remediation exercise to the additional level. The move from evaluation to action is meant to improve the quality of education for all and globally to make educational policies more inclusive and equitable.

4. An observatory for households' socioeconomic conditions

Household data facilitate the correlation of children's performance. In addition, they are a rich and diverse source of scientific information that can well serve as a basis for local and national development planning.

They are aimed at:

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- Feeding the observatory of household socio-economic standards that allow the 45 administrative local governments to have a specific situation which facilitates greater transparency in local planning and social policy;

- Assisting in decision-making within local communities for better transparency;

- Promoting better accountability in local development planning.

Ultimately, through the barometer for gauging education quality known as Jàngandoo, LARTES-IFAN strengthens ties between Cheikh Anta Diop University of Dakar and communities so that they are involved in implementing/influencing change and take up the challenge of the quality of human capital.

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