

JÀNGANDOO

« Promote the improvement of quality learning in Senegal and the Post-2015 Agenda »

Quality Indicators A Roadmap for Decision Makers



Introduction

The quality of learning remains a crucial problem in Africa. That is why the Citizen-led assessment programs were implemented in several countries, including Senegal with Jàngandoo¹ (Learning Together) by the research Laboratory on economic and social transformation (LARTES) of the Fundamental Institute of Black Africa (IFAN), Cheikh Anta Diop (UCAD).

This program places the learner at the center of all education policy decisions. The expected result is the change of paradigms of universal education, to access to quality learning for all.

The quality of learning remain a crucial challenge in Senegal

The results of children evaluated as part of Jàngandoo program has shown that in 2013, 19,1% of children aged 6 to 18 have succeed tests of CE1 level equal to the third year of learning. In 2014, the sample of the barometer Jàngandoo doubled from 5,000 households in 2013 to 10 000 households or 26 068 children aged 6 to 14 years tested across the 45 departments of Senegal.

Persistent difficulties in reading and math

Jàngandoo 2014 results reveal persistent problems to achieving quality. Thus, success rates (86.7%) in general knowledge contrast sharply with the low levels of achievement in reading (27.7%) and math (22.2%)².

If we consider children performance on different test according to the place of learning, Children attending French Private Schools have better performance (57.5% in reading and 48,7% in math). They are followed by children attending French public schools with 31.2% in reading and 26.3% in math. Children attending public Franco-Arab schools record higher scores in reading (26.9%) compared with children from private Franco-Arab schools (20.4%).

However, children attending private Franco-Arab schools are slightly ahead in math with 13.2% than those from public Franco-Arab (11.6%).

Community schools recorded 15.7% success in reading and 3.2% in math while the daara struggle to achieve performance with 6.7% in reading and 2.6% in math. It is therefore in math that the success rates are the lowest. Conversely, in general knowledge all learning places offer satisfactory success rate from 94% in French Private Schools to 51% in Community Schools.

One of the most important reasons for this low quality of learning is related to prioritizing of access to education over quality of

learning in recent years. The question is therefore how to overcome these shortcomings?

Therefore, Jàngandoo through its component on the quality of learning post-2015 choose to promote quality education by reflecting on new quality indicators through an inclusive and participatory approach involving all stakeholders in the education system and the various forms of learning.

Under this new vision we reveal knowledge on quality approaches, analyze the perceptions of the actors on learning quality in order to offer quality indicators for Senegal and for the Sustainable Development Goals (ODD) post 2015. Therefore, a roadmap for policy makers is defined to enable them to take into account the quality in educational policies.

This research and analysis of the results had led to proposing quality indicators for education system and for making recommendations to achieve the objectives of enhancing learning quality.

Access versus learning quality in the national agenda

Several terms of reference have been developed by the Senegalese government to improve children's access to the formal system. Thus, there has been an increase in the operating budget for education. This important commitment of the authorities to strengthen the education system has led to a steady increase in gross primary school enrolment rate (GER), which rose from 69.4% in 2001 to 82.5% in 2005 to 94% in 2011.

Thus, there was an improvement in the education system through various programs initiated by successive governments. However, the quality of education remains problematic.

There remain challenges to overcome which involve providing equitable education opportunities and quality learning for all children, taking into account regional differences and those of gender, infrastructure problems and human resources.

¹ Jàngandoo means "Learning Together" in Wolof (one of Senegal national languages). It is a barometer for the quality of learning in Senegal. The program is directed by LARTES-IFAN of Cheikh Anta Diop University (UCAD).

² In 2013, the Jàngandoo results reveal a low success rate (12.2%) among children aged 6 to 14 years in both test languages: French and Arabic. This rate reached 19.1% for children aged 6 to 18 years. In 2014, the success rate of children aged 6 to 14 years is estimated at 18.6% and in both test languages namely French and Arabic at the choice of the child.



Quality for a proper knowledge of basic skills

According to the evaluation of PDEF³ 10 years, Senegal's efforts in enrolment over the last decade have had a positive effect, since they have increased access in all levels of education. In addition, the Senegalese government has undertaken the implementation of a Quality, Equity and Transparency Improvement Program (PAQUET).

Added to this are recommendations made by all actors to reform the education system in Senegal during the Education summit held in Dakar in August 2014.

Several recommendations have been concluded from the Education Summit:

- The learning contents should reflect the children cultural background,
- Success oriented teaching is the chosen way to success for a community school,
- The different forms of learning should be standardized according to quality procedures.

Quality indicators: A roadmap for decision makers!

Jàngandoo is designed as an independent and periodic assessment of children basic acquisitions in Senegal. Therefore data analysis for the definition of new indicators followed the same method by first defining the quality of learning as the measure of the education system performance.

In addition, this measuring of performance that takes into account children evaluation scores in basic subjects such as reading, mathematics and general knowledge, was coupled with an analysis of learning quality determinants in order to define appropriate indicators to consider in Senegal.

The assessed quality indicators will enable traceability of education in goals the contents, methods and materials including the governance of learning environments. Considering that the goal is to educate empowered citizens prepared to access knowledge and contribute to the development of their society.

These quality indicators are presented in several dimensions.



³ PDEF, Development Program for Education and Training.

1- Learning conditions

Learning content:

- Contents are adapted and take into account all basic subjects (reading, mathematics, general knowledge: science education and social life, physical sports and artistic education ...) that the child needs to be an empowered citizen (able to participate in the development of his country).
- Contents that reflects the cultural environment of learners: for example, illustrations are taken from the past and present society: social organization, enhancement of cultural heritage (stories, proverbs, artistic and literary production)
- Values are visible in contents, in line with identity traits of society, multiculturalism is also favoured, gender, geographical and generation diversity is taken into account.
- Education is done in national languages nationally and is valued in the same way as other foreign languages' education.

Teaching methods:

- Methods based on mastery learning to address the shortcomings of children in difficulty.
- The methods are facilitative and inclusive and take into account the diversity of learners.
- The learners' experiences and knowledge are recognized and taken into account in learning contents.
- All sources of knowledge are valued (in the formal, informal and non-formal sector).
- Knowledge acquisition is oriented towards the development of society and employability of learners.
- All forms of learning set to quality standards with a provision of textbooks and materials that reflect progress values.
- Teachers are trained in remediation methods.
- The learning spaces are attractive has fencing and facilities for maintenance of premises, access to water, separate and well maintained toilet).

The availability of school inputs:

- Provide educational support to each child meaning each student has access to a manual and / or book reading, math and also teaching manuals.
- The ratios Students / table and benches, teacher / student and teachers / inspectors are improved for smaller classes and ensure regular monitoring of teachers.
- The number of hours annually (the quantum) is harmonized in all forms of learning.
- The existence of a library (books and digital) is favoured in places of learning.
- The learning conditions and availability of quality inputs are guaranteed in all forms of learning.

2- Capacities of teachers

- The level of recruitment and training of teachers are improved. According to various stakeholders teachers do not receive enough educational support, or all of the appropriate academic and professional qualifications to ensure quality learning.
- Conversely, the evaluation of teachers becomes systematized and their level improvement strategies, their skills, and willingness to teach are integrated into the training process.
- Training is standardized according to quality criteria (improved motivation, social recognition).
- Teaching positions are regionalized to help teachers adapt to the local context, restricting travel to remote places,
- Teachers' localities coverage is improved.

3- Learning environment

- The existence of equipment (administrative block, sanitary block for teachers, girl / boy, fence)
- A supportive learning environment: The learning and teaching conditions (number of learners, teachers, benches tables), pedagogical inputs (children's books and manuals for teachers), water, electricity, toilets , canteens ...
- All temporary shelters are replaced and every learning place has fence.
- Special classes (multi-grade, double flow, etc.) are removed or adjusted.

4- Education policies and governance

Educational policies:

- The choices made by education policies integrate intergenerational transmission of choices, society vision.
- Education policies are adapted according to a systemic approach: from the system organization to dialogue with social movements, cooperation with local authorities and international organizations in support of development.

Participation of communities for a strong citizen control:

- Local authorities or councils that are acquired at favourable budgets for children and that encourage collective responsibility on education, companies social responsibility to increase resources for education and training.
- Promote virtuous governance, the principle of accountability, and control by a diversity of actors within the education community.
- The largest possible participation choice of people who manage learning places, competition forms, mutual forms.
- Independent evaluations are systematized and conducted by citizens.
- Communities are involved, and equipped to monitor learners.

