Snapshot of
Jàngandoo 2014
Introducing Jàngandoo learning quality barometer in Senegal

Jàngandoo is designed as an independent and periodic assessment of fundamental acquisitions of children in Senegal. To achieve this citizen-based barometer, the Research Laboratory on Economic and Social Transformations (LARTES) of the Fundamental Institute of Black Africa (IFAN) joined a score of NGOs in implementing the survey in different regions (performance assessment of children 6 to 14 years).

In addition, four “Task-Forces” composed of experts are supporting the development of the educational model and stimulating change in order to establish quality education.

Jàngandoo is based on four major innovations:

- Evaluations are conducted from a representative sample of households (5,000 households, with 15,277 children aged 6 to 18 in 2013, 10,000 households with 26,068 children aged 6 to 14 in 2014);

- All children are tested according to their choice either in French or Arabic on standardized tests from a median threshold corresponding to the end of the third year of education;

- Test results are immediately shared with parents and then reported to local authorities, teachers, departmental authorities and parliamentarians, etc.

- The evaluation is done against sound, scientifically standards to establish evidence that lead to change in favor of quality education in formal, non-formal and informal education.
Snapshot of the 2014 barometer results

The main findings of Jàngandoo 2014 on all children from 6 to 14 years tested disclosed that the quality of learning need to be improved, confirming the trends of the scale out phase in 2013 (see table1).

Table 1: Comparison of the 2013 and 2014 success rate to the different median level test (in %)

<table>
<thead>
<tr>
<th>Test</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>22.2%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Math</td>
<td>16.1%</td>
<td>23.3%</td>
</tr>
<tr>
<td>General Knowledge</td>
<td>61.9%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Global Test</td>
<td>12.2%</td>
<td>18.6%</td>
</tr>
</tbody>
</table>

1. Success rate which remains low for all children (all ages inclusive) in 2013 (12.2%) and 2014 (18.6%) and in both test languages, French and Arabic based on the choice of the child.

2. If we compare the result according to the test language, children tested in French are performing better in reading (33.2%) than those tested in Arabic (11.4%). Equally in math children tested in french perform better (27.7%) than those tested in Arabic (5.6%). The success rate in general knowledge is slightly higher in French (88.8%) than in Arabic (80.7%) (see table 2, below).

3. A considerable gap between success level in general knowledge (86.7%), and in math (22.2%) and reading (27.7%) (see table 3, p4).

4. Significant differences in performance, depending on the status of the place of learning, household characteristics, and finally the characteristics of the learning environments.

Comprehension remains a challenge for children

The major finding is that successes are lower when the child is facing complex issues. Indeed, if we consider the performance on test, in reading, we find that the higher the level of difficulty, the lower the success rates: reading letters and sounds (74.5%), reading syllables (62.6%), reading words (50.1%), fluent reading (36.7%) and reading comprehension (29.4%) (see table 4, p4).

However, those weaknesses in reading-comprehension have an adverse impact on performance in mathematics because of the use of foreign languages as a medium of teaching and learning: success rate in counting (70.3%), in addition (54.9%), in subtraction (49.5%), multiplication (43%), geometry (54.5%), measuring (89.7%), and in problem solving (24.2%) (see table 5, p4).

Children who attend private schools have taken precedence over others

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 the 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 (see table 6, 7 and 8, p4).

Children performance reflects regional disparities

According to the performance on different tests by region, Dakar offers a better quality of learning with a success rate of 44.5% in reading and 36% in math. The capital is followed in reading by Diourbel (30.7%) and Ziguinchor (28.3%) while in math Ziguinchor with 25.5% and Kedougou 25.3% have recorded the best performances. In reading Kolda has come last (11.1%) while in math the region of Kaffrine with 7.6% shows weaknesses (see table 9 and 10, p4).

More than eight out of ten children have succeeded in general knowledge

In general knowledge all regions performed well, 94.3% in Dakar, 93.1% in Ziguinchor, 91.1% in Diourbel and 74% in Kaffrine (see table 11, p4). It is then found that students perform better when the statements are more concrete. The lack of textbooks and their low use in learning is a limiting factor for quality education.

Quality indicators: roadmap for policy makers!

Depending on the different decision-making levels, quality indicators should highlight the goals of education through the contents, methods and materials. Considering that the goal is to educate empowered citizens who are prepared to access higher levels of knowledge, and contribute to the development of their society, the governance of the education sector is an integral part of the quality of learning.

This has led to the formulation of a roadmap for policy-makers who want to influence quality. These indicators are focusing on the importance of the learning dimension in measuring the quality of education. They also relate to adapting the teaching methods and contents to the cultural experiences of children, and improving the learning environment.

This success rate concerns only children aged 6 to 14 tested in 2013. This rate reached 19.1% for children aged 6 to 18 years.
Table 1: Success rate in general knowledge by region (en %)

Table 2: Success rate of the reading test Items (in %)

Table 3: Success rate of the math test Items (in %)

Table 4: Success rate of the reading of letters and sounds (in %)

Table 5: Success rate of the math (in %)

Table 6: Success rate in reading according to the place of learning (en %)

Table 7: Success rate in math according to the place of learning (en %)

Table 8: Success rate in general knowledge according to the place of learning (en %)

Table 9: Success rate in reading by region (en %)

Table 10: Success rate in math by region (en %)

Table 11: Success rate in general knowledge by region (en %)

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