




THE USE OF LEARNING ASSESSEMNT DATA IN THE GAMBIA



Outline

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 - Key findings
 - Policy recommendation
 - Conclusion
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Overview

- A case study was conducted in The Gambia 2018/2019
- A number interviews, observations and focus groups discussions were conducted with actors
- This was complemented by analysis of policy documents e.g. Education policy 2016 to 2030, Assessment policy and protocol, Minimum Standards etc.




Background

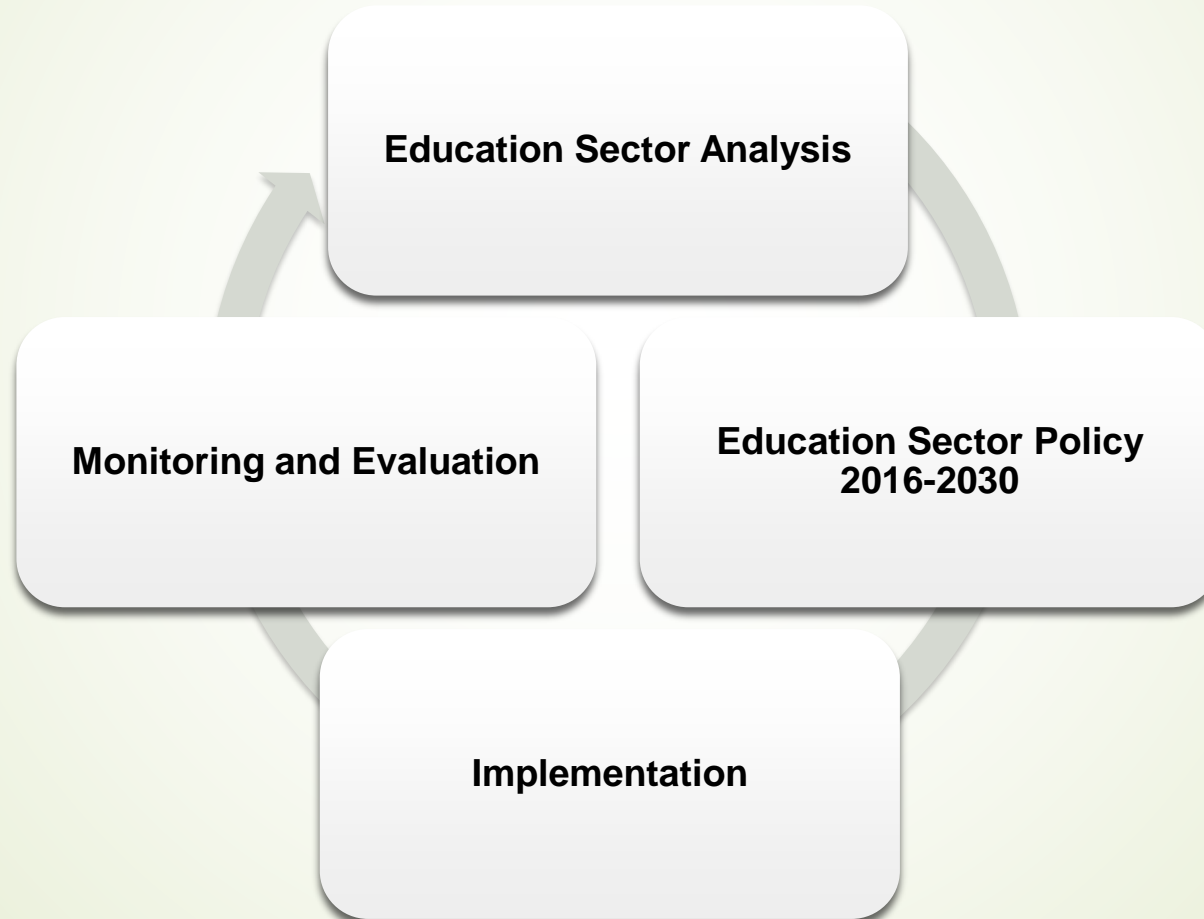
- The Gambia has undertaken multiple efforts to improve its assessment system.
- This brought about the following standardized large-scale assessments:
 - National Assessment Test (NAT)
 - For grades 3, 5 and 8
 - EGRA and EGMA assessments
 - For grades 1, 2 and 3
 - ❖ Establishment of an Assessment Unit in 2015
 - ❖ Development of Assessment policy, Assessment protocol and Assessment framework.
- These assessments (NAT, EGRA and EGMA) provide a great deal of information on student learning outcomes.
- The Gambia has not yet participated in any regional or international assessment



Background (Continued)


- The National Assessment Test (NAT) replaced the PSLCE in 2002
 - This brought a profound change of perspective, emphasizing 'a new thinking that promotes Assessment for Learning as stated in the Education Policy
 - Different departments of the MoBSE are involved in the management of assessment data and its use.
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Use of learning data in the planning cycle






Education Sector Analysis (2011)

- The general scores in EGRA and NAT assessments are reported and disaggregated
 - Multiple variables affecting learning were considered
 - Policy options based on the variable and cost-effectiveness analysis are available.
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Education Sector Policy 2016-2030 (ESP)

- EGRA data informed a number of policies that preceded an ESP
 - ESP contains a section on assessments that puts emphasis on the coherence among different assessments as well as their links with the curriculum development and teaching practices.
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Implementation

- Regular Coordination Committee Meetings (CCM) disseminate NAT results to different stakeholders in the system
- NAT results inform Participatory Performance Monitoring (PPM)
- NAT informs the preparation of School Improvement Plans (SIPs)
- NAT results are used for planning school infrastructure at school level and, in certain cases, teacher allocation



Monitoring and Evaluation

- NAT and EGRA are used to set the baseline and targets for the ESP 2016-2030.
- Every six months, NAT results inform the reporting activities to development partners.
- NAT results are used for a close monitoring of schools' performance.
- Assessments inform a standardized framework of monitoring quality of basic schools (i.e. Minimum Standards for basic cycle schools).
- NAT and GABECE results are used to set standards for pupil performance.

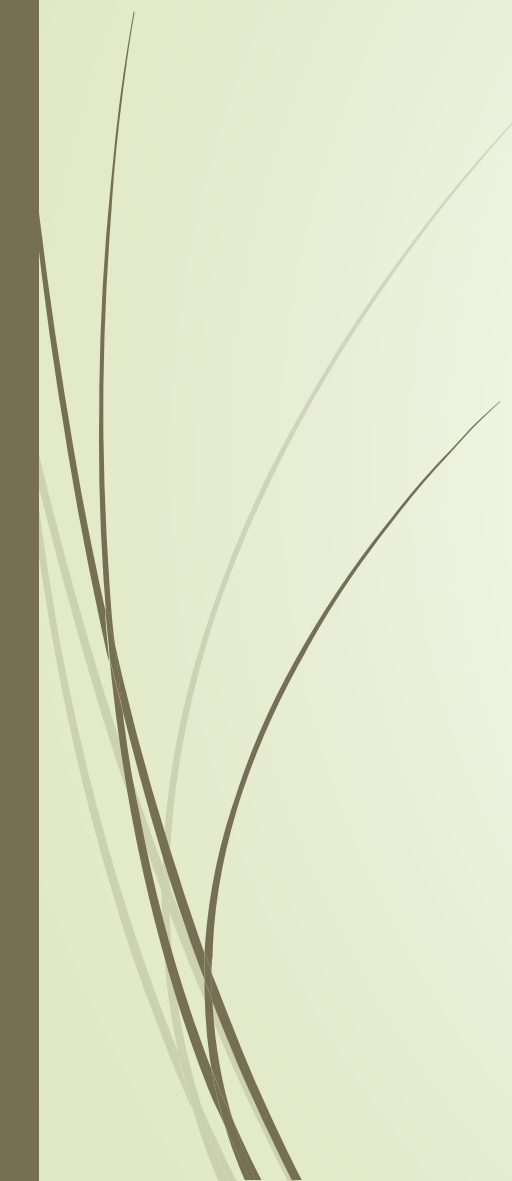


Key findings

- The Assessment Policy is a solid institutional basis for the effective use of learning data but its finalization and dissemination are pending.
- NAT does not cover madrassah schools and the assessment of ECD level is currently under development; the variable analysis as well as the yearly results' comparison are not yet systematic.
- NAT reports could include recommendations that are more actionable and geared towards improving learning outcomes.
- EGRA recommendations are more frequently used to inform national policy-making especially in areas of curriculum, textbooks as well as pre and in-service teacher training whereas NAT results tend to inform school level planning.




Key findings (Continued)

- Positive synergies with international partners were observed while developing the assessment system although the financial sustainability of assessments would need to be considered.
 - Strengthening capacities among bodies involved in assessments and improving institutional relationships with WAEC and the Gambia College could further improve the use of learning data.
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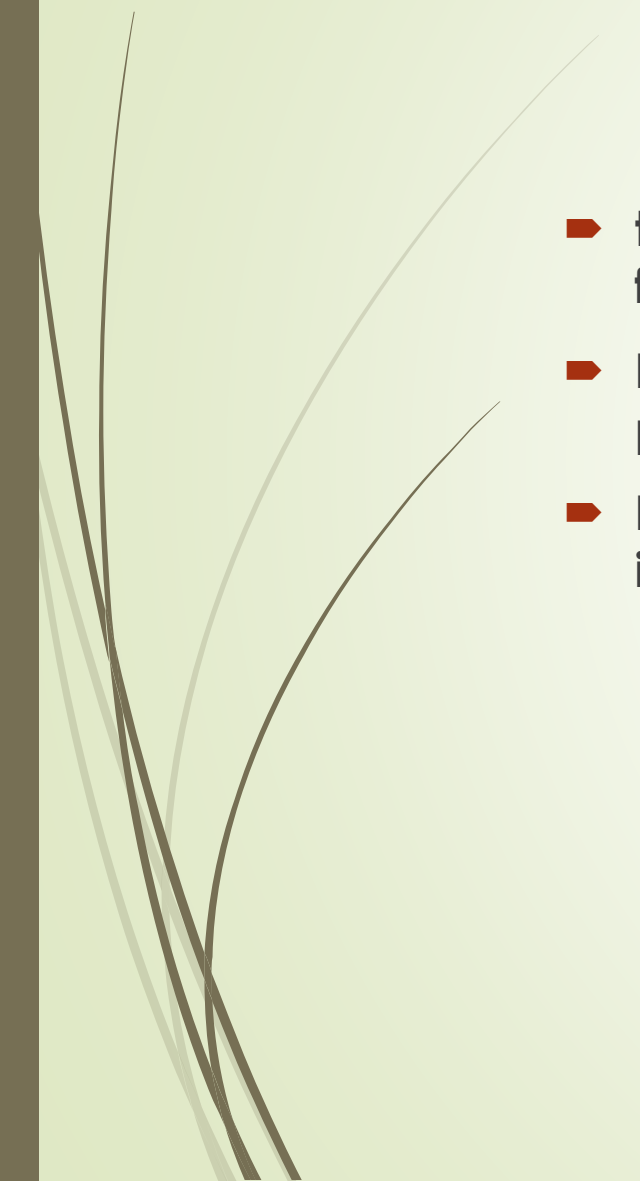


Recommendations

- finalize pending updates to the existing Assessment Policy draft and disseminate it at central and decentralized levels.
 - efforts to ensure the comparability of NAT results over time to better track student performance
 - to include madrasah students, making the assessment more inclusive
 - NAT report could include more actionable policy recommendations on how to improve learning outcomes.
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Recommendations (Continued)

- to develop a clear financing strategy so that the MoBSE can take over the funding of assessments over medium/long term.
 - It would be important to keep building on existing positive synergies with partners.
 - It would be helpful to further clarify roles and responsibilities of structures involved in EGRA/EGMA management.
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Recommendations (Continued)

- It would be important to improve the cooperation with WAEC to ease the flow of learning data.
 - It would also be important to ensure that the Gambia College is informed about the NAT and EGRA data with clear guidance on how this could be used in updating teacher training.
 - The MoBSE together with partners would need to continue working on developing capacities to even them out across institutions, administrative levels and individuals.
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Thank
You

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