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Educational, Scientific and  
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TECHNICAL  
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SUSTAINABLE  
DEVELOPMENT  
GOALS

# The Gambia experiences with SDG 4 monitoring: challenges and needs

Alpha Bah, Head EMIS and ICT

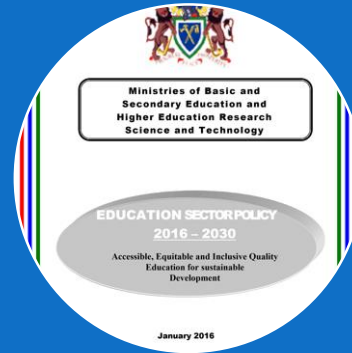
**TCG5**

15-16 November 2018  
Mexico City, Mexico

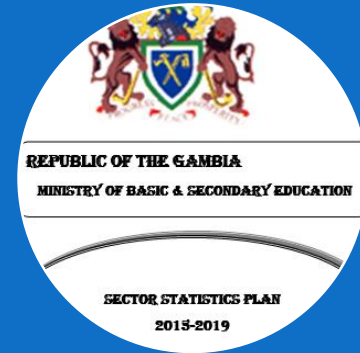




A National Development Plan 2018-2022 and its Quarterly Progress Reporting (ppt) at the Office of President



The current education sector policy 2016-2030 synchronized with the SDG4. Accompanied with ESSP and an M&E framework



National Strategy for the Development of Statistics 2017-2022 – annual Sectoral ppt



## Timeline of key Education policy documents in MoBSE (education sector), 2014-2018

Over the past decade, The Ministry has developed three comprehensive Education Policies covering the periods 2004-2015 and 2016-2030. Each policy was accompanied by an ESSP and an Education Sector Medium Term Plan (ESMTP) covering three to four years.

CATEGORY	2013	2014	2015	2016	2017	2018
Sector policies	National Education Policy 2004-2015			Education Policy 2016-2030		
Sector plans	ESSP I 2006-2015	ESSP II 2014-2022				ESSP III 2016-2030
Mid-term plans	ESMTP 2012-2015	ESMTP 2014-2017				ESMTP 2018-2020
Education Coordination Committee meetings	Conducted bi-monthly					
Joint Donor Reviews		●	●	●	●	●

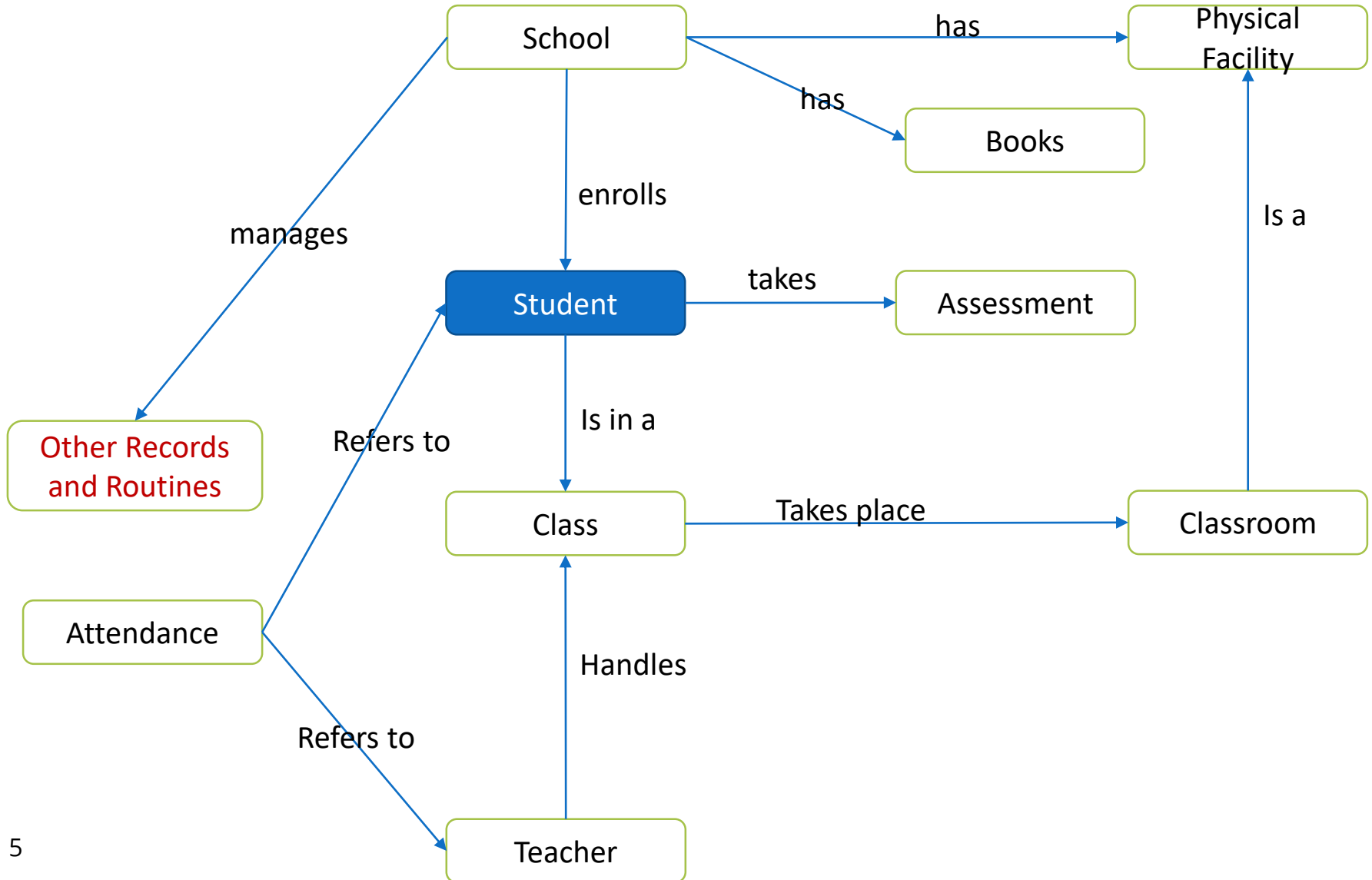
A joint Inter Ministerial Senior Management Team to operationalized the policy

A National EMIS Technical Team (NETT) that constitutes members of both Ministries (Basic & Secondary and Higher & Tertiary )

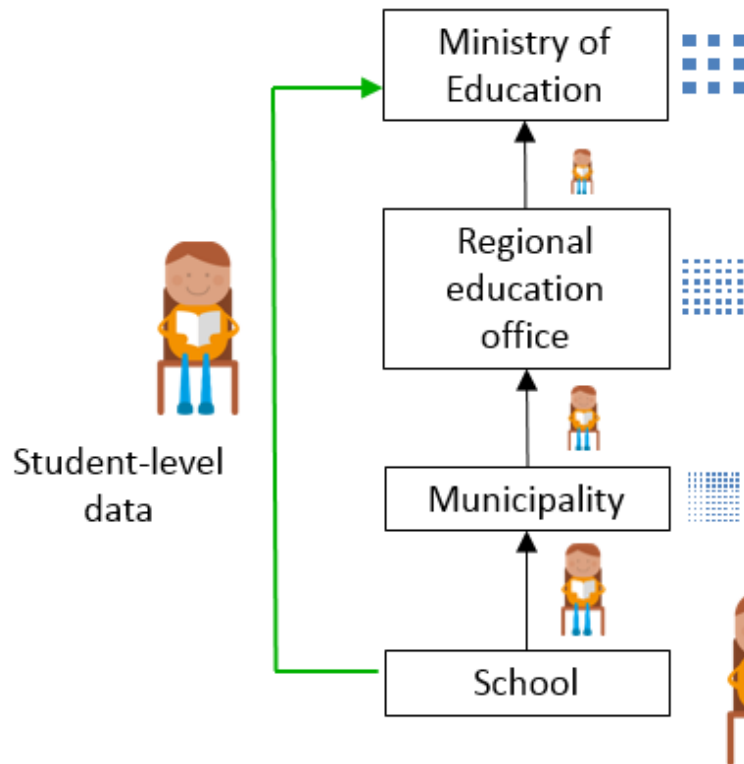
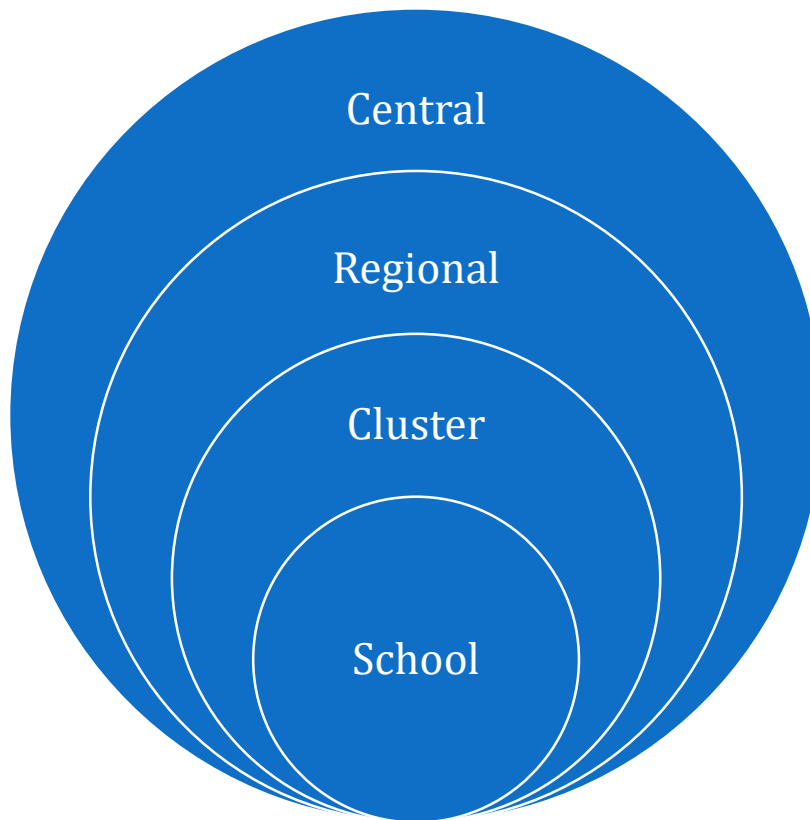
National EMIS Team is currently developing the one EMIS; This will shift the statistical observation from the School to Individual Learner

the new EMIS tool will be tested during the 2018/19 academic year. –Unique ID for each Student and each teacher – at the point of entry (admission) to cover from Grade 1 to Higher and Tertiary institutions

EMIS Peer Review Conducted by ADEA



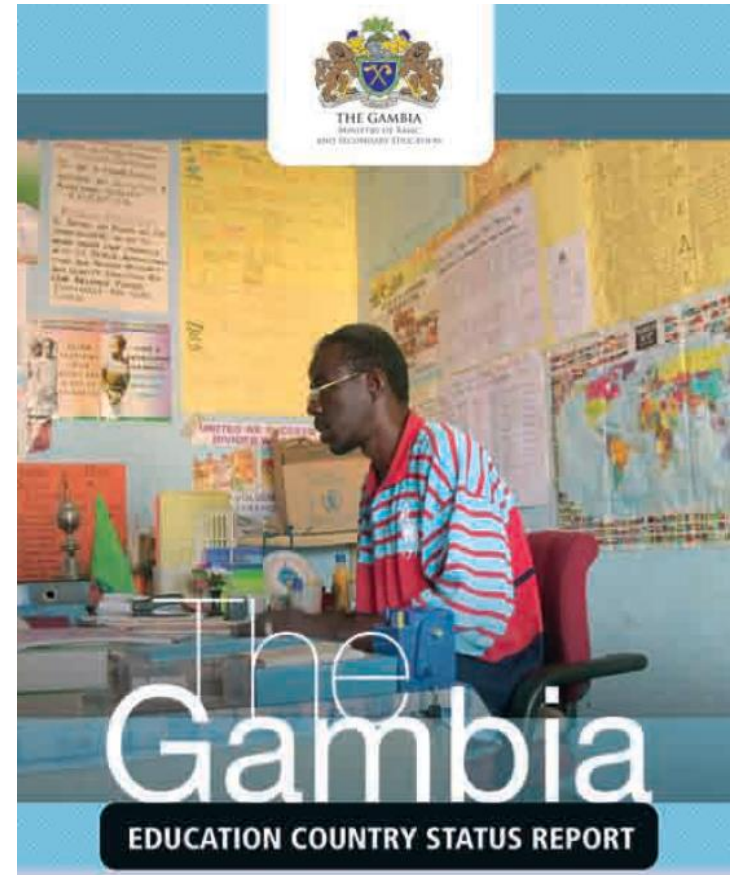
# New EMIS Structure





# Evidence based policy formulation

- Education Sector Analysis in 2010 underscored the high cost of education by household.
- Consequently, the Ministry introduced staggered free education
  - Primary 2013
  - Lower Secondary 2014
  - Upper Secondary 2015
- ESA and Public Expenditure Review 2017
  - Oriented Focus on
    - Open Schooling
    - on certain regions
    - Early Childhood Education



## Data Integration

- Data Integration and Sharing Among Ministries and other Agencies is critical but continuous to be a challenge; data from **Ministries of Finance, Health, Population, Labour and Exam Councils** need to be linked and integrated to conduct quality policy analysis and provide meaningful information.
- These Ministries, departments have their own data systems to meet their needs.
- For example the SDG4 (4.2.1) ***Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.*** SDG4 (4.3.1) ***Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex***
  - ***This requires EMIS to go beyond its traditional settings***



# What are the main challenges

## Institutional Capacity

- The data demand and utilisation is also shifting from its traditional users; Education Planners at the Head Office to the front liners; the classroom. Which advocate for a decentralised EMIS at the Regional, Cluster and School levels. Yet there is no commensurate institutional capacity across the data value chain. For example;
  - ***The utilisation of School Improvement Grant (SIG) should be evidence-based. (use learning outcomes to inform school development plans). For Regional and Head Office to approve your SIG***
  - ***Report school attendance data more often from termly to daily.***
  - ***The school records management continuous to remain the same***
  - ***Lack of comprehensive policy to guide users to response to this unprecedented demand for more information, more often and with less resources.***
  - ***Current policies and strategies are limited and the stakeholder group awareness is low.***
  - ***UIS Questionnaire A,B,C have been forthcoming but is likely to faced further challenge considering the above challenges***

# Challenges Continuous

## Measuring Learning and Service Deliverable Indicators

- The Education Sector Policy main theme and priorities *Quality, Equity and Inclusion* in Education; Having good lessons learned for Access to Education
- The challenge is how to measure progress and learning; who is learning and what are the best model for learning that can be used from school to another?
- The Classroom Observation Tool (CoT) has been used and now we are looking at what are the education Service Deliverable indicators (SDI)?

## Partners and their Support is critical

- All Ministries Departments and Agencies
  - Gambia Bureau of Statistics
  - West Africa Exam Council
  - Civil society
  - Local Education Group includes Local UN Agencies
- International Development Partners
  - The World Bank and GPE
  - UNESCO Institute of Statistics
  - UNESCO Pole Dakar
  - UNICEF

Statistical capacity including data collection instruments, ISCED mapping etc – thanks to collaboration with UIS

GPE Data Round Table; Field Visit Team expected in Feb 2019.



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# Gracias!

# Thank you!

