



UIS virtual meetings with Member States- Post COVID-19 education

National experiences sharing, The Gambia

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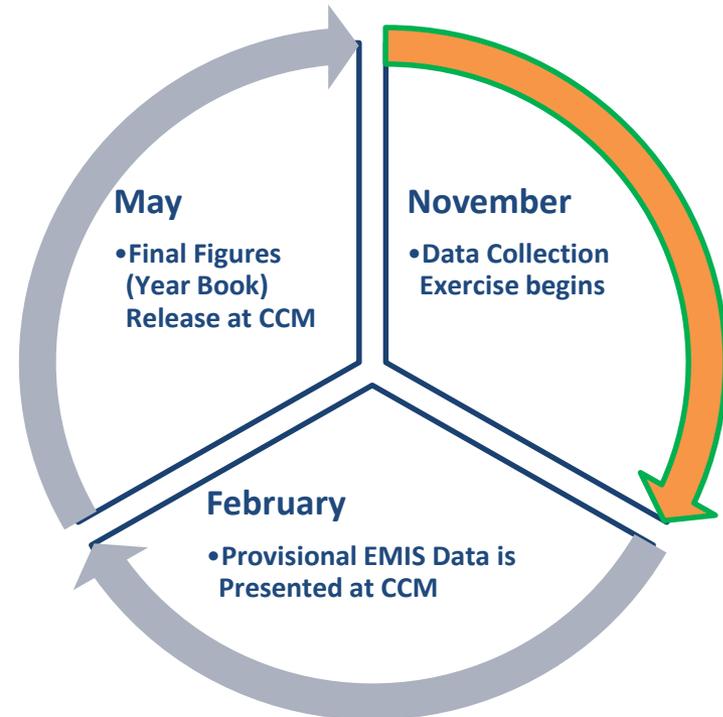


Main data production challenges in the context of COVID-19

Interruption of data collection processes: how have statistical activities been affected?

EMIS Cycle

EMIS data is collected annually in **November**, indicative *Provisional Figures* release in **February** and *Final Figure* published in **May**.





Main data production challenges in the context of COVID-19

Are there new data requirements on education for statistical departments?

- New EMIS is being piloted is affected by the COVID-19
- School closed in the Gambia in Mid-March 2020
- New EMIS development and testing process have been impacted



What are the challenges that require a response?

- Access to school level data is not possible
- We had distributed school level EMIS prototype in Chromebook to introduce the enrollment of individual learner ID system
- Data entry and profiling of learners have gone far but progress is affected by the closure of school and social distancing measures.
- We deployed new teacher attendance data system in January 2020 and feedback on its effectiveness has also been delayed as a result of Covid19



New monitoring mechanisms: what are the variables in the education sector that are being monitored?

- In the Gambia children are at home and limited curriculum delivery to continue learning is being done through radio and tv broadcastings.
- Monitoring of learning in the wake of physical distancing measures continue to be a challenge by the ministry.
- To establish conventional indicators such as coverage, access and participation continue is a daunting task.
- Feedback



Needs for support and guidance

- With learning shifting from school to home the need to shift the unit of statistical observation from school to learner cannot be overemphasized. Therefore, support to have individual learner EMIS is paramount important.
- EMIS data need to include socio-economic of learners such as family education background and related educational context periodically – there is need to have indicators and data collection instruments developed and integrated into EMIS.
- Monitoring distance education settings in the wake of physical distancing is required what are the best practices?
- The case of inclusive education and vulnerable families there is need of collaboration of local actors.
- Collecting Rapid Data to monitor progress and plan implementation particular the support education planning.

THANK YOU