Driving government ownership of a new language policy through a Government-to-Government partnership: The case of Senegal

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Overview of the Presentation

1. Context and Background
   1. USAID|G2G
   2. The MOHEBS “an irreversible option to improve early grade reading in Senegal”

2. RELIT: G2G|IP: implementing shared program goals via two implementation modalities

3. Challenges and early accomplishments
Context and background of the G2G in Senegal

**International context:**
- ADS Chapter 220: Strengthening the Capacity of Partner Governments through Government-to-Government (G2G) Assistance
- G2G agreements are cost effective mechanisms to support institutionalization
- Paris Declaration on Aid Effectiveness
- Busan Partnership for Effective Development Cooperation
- The Accra Agenda
- Other high-level summits

**Senegalese context:**
- Contribute to the development and implementation of national language/French as Second Language bilingual programs in accordance with Senegal’s policy priorities on bilingual education (MOHEBS)
- Grow the G2G mechanism in education and other domains
Core principles and goals of the G2G

Core principles:
- Country ownership
- Alignment
- Partnership
- Capacity Development
- Accountability

Goals of RELIT G2G (Renforcement de la Lecture Initiale):
- Introduce and further new policies and practice
- Build host country capacity
- Garner high levels of stakeholder support and buy-in for bilingual education
- Empower the MOE to better implement high-quality early grade reading instruction by:
  - Supporting the expansion of USAID’s G2G early grade reading activity from 1 region to 7 regions
  - Providing technical support from RTI as implementing partner
  - Strengthening financial execution and reporting through corollary program of G2G-Operations
The history of national languages in the formal education system in Senegal

1977 – 1984
• Televised and non-Televised classes

2002 – 2008
La mise à l’Essai

2009- present
• ELAN Initiative
• Civil Society initiatives (ADLAS, ARED, EMiLE)

2015-present
MOHEBS
• 2016 – 2021 : LPT Program
• 2021 – 2026: RELIT Program

MOHEBS: Modèle harmonisé de l’enseignement bilingue au Sénégal
MOE Policies on the use of National Languages in the formal education system

Feb. 11, 1991
The Orientation Law 91-22 of February 11, 1991 «The use of NLs must go beyond the experimental stage”

2018
The 2018 General Education Policy Letter: “Strengthen the place of NLs in the formal system” and "Make NLs the first languages of instruction and support for facilitating other learnings"

2018–2030
The Education Sector Program (PAQUET) 2018-2030 “Development and gradual generalization of bilingual education to increase the internal efficiency of basic Education”
The MOHEBS: “An irreversible option to improve early grade reading in Senegal”

**Goal:** Improve the quality and relevance of teaching and learning at school through a cohabitation between the national languages (NL/L1) and the French as a Second Language (FSL/2)

- **Upper Kindergarten**
  - L1: main medium of teaching and learning, oral introduction of L2

- **Grade 1-2**
  - L1: main medium of teaching and learning, oral and written introduction of L2

- **Grade 3-4**
  - L1 and L2 in a functional balance

- **Grade 5-6**
  - L2 main medium
MOHEBS: Implementation plan

Phase 1
Preparation (2021 – 2023)

Phase 2
Launch (2023 – 2024)

Phase 3
Extension (2024 – 2026)

Phase 4
Scale-Up (2026 – 2028)

USAID: LPT | RELIT
USAID support to MOHEBS

Lecture Pour Tous (LPT) 2016-2021
- 6 IP-led regions
- 1 G2G-led region

RELIT
2021-2026
- 7 G2G regions
- 2 IP-led regions + schools in Dakar
RELIT
Strengthening initial reading for all

Supports the Senegalese education system to improve the reading skills of Senegalese children in Upper KG, G1-2 through high-quality, evidence-based bilingual education

- Duration: 5 years (2021-2026)
- 9 Regions +Dakar
- GOS-G2G
- Implementing Partners: RTI, ARED, Save the Children

National languages: Serer, Pulaar, Wolof, Mandinka, Soninké, Diola

French as a Second Language
National education authorities and their counterparts at the regional (IA), district (IEF), and local (school) levels have the institutional capacity and ownership to guide, support, and sustain the implementation of the Harmonized Model of Bilingual Education in Senegal (MOHEBS).

A learning assessment system based on the Global Competency Framework is developed and implemented.

Kindergarten, first and second grade educators and learners have access to high-quality, evidence-based, inclusive teaching and learning materials for bilingual reading instruction, adapted to national languages and incorporating French as a second language.

Student teachers, Kindergarten, grade 1 and grade 2 teachers are effectively trained and supervised by school principals, IEF agents, and other institutional actors to use methods and materials aligned with the MOHEBS.

Parents, communities, the private sector, publishers and local organizations accept the teaching of local languages in the early grades with a later introduction to reading in French and play an active role in demanding and supporting that all children have access to high quality bilingual education.

Through consistent and supportive policies; targeted, evidence-based advice and training; access to clear and reliable information; sustainable support mechanisms; and human-centered and responsive educational materials, the Senegalese education system is well prepared to provide high-quality, evidence-based bilingual reading instruction that improves student learning outcomes.
### Summary of illustrative G2G and implementing partner (IP) activities

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<th>COMPONENTS</th>
<th>G2G</th>
<th>IP</th>
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<td><strong>Conceptualizing, writing, and disseminating policy reform</strong></td>
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<td>Support the development, validation, planning, dissemination, and budgeting of the MOHEBS policy and deployment.</td>
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<td><strong>Technical support to the MEN at the central level</strong></td>
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<td>Guide the policy, planning and implementation of MOHEBS with sufficient technical advice and input from renowned reading experts for grades from Preschool to G2 and ensure that the development of teaching materials and learning for G1 and G2 is technically rigorous and appropriate.</td>
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<td><strong>Technical support for regions, departments, and schools</strong></td>
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<td>Assist IAs, IEFs and schools in the implementation of a quality and effective system of teaching reading in the national language at G1 and G2 in the seven regions.</td>
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<td><strong>Acquisition and distribution of TLMs</strong></td>
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<td>Identify innovative solutions to textbook development and distribution problems. Identify and implement training workshops and the development of the publishing sector, in order to facilitate the acquisition of quality textbooks on a large scale and at a reasonable cost.</td>
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<td><strong>Provision of initial training content, quality control and supervision</strong></td>
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<td>Revise and scale up initial teacher training modules in bilingual reading instruction in regional education staff training centers (CRFPE).</td>
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<td><strong>In-service training for teachers and school principals</strong></td>
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<td>Teachers, from preschool to first grade, know how to use the new materials for teaching reading and are supported to do so through an appropriate mix of technology and face-to-face support.</td>
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<td><strong>Coaching</strong></td>
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<td><strong>Assessment of student reading skills</strong></td>
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<td>Develop bilingual assessment standards and tools (national languages and French) from preschool to CP.</td>
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RELIT: One program, Two modalities

**G2G** in Matam, Diourbel, Louga, Fatick, Kaolack, Kaffrine et Saint-Louis

**IP** in Tambacounda, Kédougou, 15 schools in Dakar
RELIT: «Change and innovation in continuity»

A well-functioning education system capable of achieving the objectives of the MOHEBS

LPT/G2G
- Strengthen and innovate

RELIT/new regions
- Apply lessons learned and innovate

Informed By

MOHEBS
Applying the Core Principles

Country ownership
- Co-construction and co-leadership of program implementation modalities and activities with validation and approvals from office of the Minister
- Joint technical working groups (GTH) of MOE/IP technical experts in all program components of G2G/IP at national and regional levels

Alignment
- Aligning MOHEBS policies to program goals in learning and adapting (CLA) process
- MOE perdiem policies and practices applied in all intervention regions

Partnership
- Coordination to increase collaboration between donors supporting MOHEBS to ensure coherence and sustainability of interventions

Capacity Development
- MOE self-assessment processes to identify capacity gaps and address needs
- Staff pairing between MOE and IP at the national and regional levels
- Recruitment of high-level human resources from education sector into IP
- Bringing in national and international expertise to accompany GTH, research, and policy development through technical assistance

Accountability
- Joint AMELPs between IP and G2G
Challenges

- «Change and innovation in continuity»
- Systems are hard to change
- Pace of innovations: managing project time vs systems’ time
- Making large scale changes (9 of 14 regions) while maintaining normalcy and continuity in the system
Early accomplishments

“I have always been leery of aid programs that come into our country and leave very little behind. This time, I am confident that there will be lasting change for Senegal from RELIT’s work because of the deep engagement with the ministry through the joint technical working groups and all of the activities of RELIT. I am confident!”

Prof Mbacke Diagne, IGEF

"I have a great feeling of satisfaction from our last three days of work. I have high hopes for the RELIT program. I sincerely believe that it will irreversibly facilitate bilingual education in Senegal with the use of national languages in Senegal."  

Dean, Fallou Mbow, IGEF

"Teaching is my vocation, my teacher’s guide to bilingual early grade reading in Wolof is almost never far from me- in class and at home. Beyond the pedagogy itself, it is the practice of my classes that has been reinforced. As for my students, each of them has his reading manual in the national language."

Grade 2 teacher, G2G region
Thank you!