Senegal-Bilingual Education - an “irreversible option”
Context, Pedagogy, and Communication
CIES 2024

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Presentation Outline

1. Context and Background to the Bilingual Policy
2. Laying an institutional foundation for bilingual education through strong pedagogical teaching and learning materials: the role of ARED
3. Communication and diffusion of innovation
Context and Background to the Bilingual Policy

Badara Sarr, Senior Education and Learning Adviser, USAID Senegal
The History of National Languages in the Formal Education System in Senegal

1977 – 1984
• Televised and non-Televised classes

2002 – 2008
MoE pilots

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
USAID interventions supporting MOHEBS

Lecture Pour Tous (LPT)

- $72M EGR Program (2016-2021)
- L1: 3 national languages

Renforcement de la Lecture Initiale pour Tous (RELIT)

- $80M EGR Program (2021-2026)
- L1&L2: 6 national languages and French as a second language
Laying an institutional foundation for bilingual education through strong pedagogical teaching and learning materials:

The role of ARED

CIES 2024

Awa KA
ARED-Senegal
ARED supports the Ministry of Education in achieving quality education through:

1. **Original programs**: "Project to support quality education in mother tongues for elementary schools in Senegal" and Ndaw Wune (Success for All)

2. **Technical assistance for bilingual programs**: LPT and RELIT (USAID)

**Objective**: Support MoE programs through development of quality teaching and learning tools in national languages
AREN's strengths in bilingual education

Expertise in publishing: mobilizing authors, illustrators, graphic designers, language specialists, along with experts in design, layout, monitoring and validation, BAT validation...

Expertise in training: To ensure proper use of materials, ARED trains people in the fields of language, teaching, and coaching through National and Regional Master Master Trainers (ETN, ETR), teachers, and school directors.
Materials are based on a structured pedagogy and include student manuals, teacher guides, home booklets, leveled booklets, alphabet posters...
Opportunities

- Recognized, specialized national language approach
- Experts in 6 national languages and all curriculum areas
- Strong professional network of resources
- Proven experience in bilingual education from 1st to 6th grade in all areas of the curriculum (language arts, math, science and social studies)
Challenges

- Ability to assist in publishing, without being perceived as a competitor to private publishing houses
- Keeping pace with and improve capacity to meet the needs of Ministry of Education and other actors to support bilingual education in Senegal
Meeting the challenges

- Establishment of a network of resource persons in national languages and pedagogy that publishers and other actors can access
- Building ARED’s organizational capacities and succession plans to sustain its role as a solid partner to the Ministry of Education and other stakeholders in the use of national languages and bilingual pedagogy in Africa
Communication and the diffusion of the MOHEBS innovation

Guitele Nicoleau,
COP|RELIT, RTI
The MOHEBS

“An irreversible option to improve early grade reading in Senegal”

Phase 1
Preparation
(2021 – 2023)

Phase 2
Launch
(2023 – 2024)

Phase 3
Extension
(2024 – 2026)

Phase 4
Scale-Up
(2026 – 2028)

USAID: LPT | RELIT
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.
The push and pull factors of disruptive innovations

Institutional Development of the MOHEBS

Communication and community Mobilization
The push Factors-the institutional development of MOHEBS

- Policy development
- Pedagogical inputs (materials, teacher training, etc.)
- Systems change (national and middle tier ministry reforms)
- Scaled implementation (9 out 14 regions)
- Increased donor support to the policy’s implementation

RELIT: LEADERSHIP AND TEACHING AND LEARNING COMPONENTS
The pull factor: the Ministry’s communication campaign

Communication messages and tools

District-level Community Mobilization plans

Social and behavior change strategies focusing on parents and opinion leaders

Mass media communication campaign

RELIT: LINKAGES COMPONENT
“Diffusion is defined as a process by which an innovation is communicated through certain channels over time among the members of a social system” (Rogers, 2003, p.7)
Rogers Diffusion of Innovations Theory-Lifecycle
Irreversibility of the MOHEBS: Rogers’ Four Elements

- Are we giving sufficient time to develop and implement the pull factors affecting the diffusion and buy-in to these innovations?
- Have we built into the projects an understanding of how innovations get diffused and “stick”?
- Is there enough research on how diffusion of innovation theories apply to the push and pull factors affecting the use of national languages in the formal education system?