





RENFORCEMENT DE LA LECTURE INITIALE POUR TOUS (RELIT)

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

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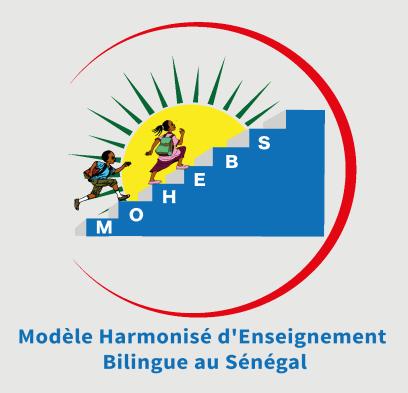


Presentation Outline

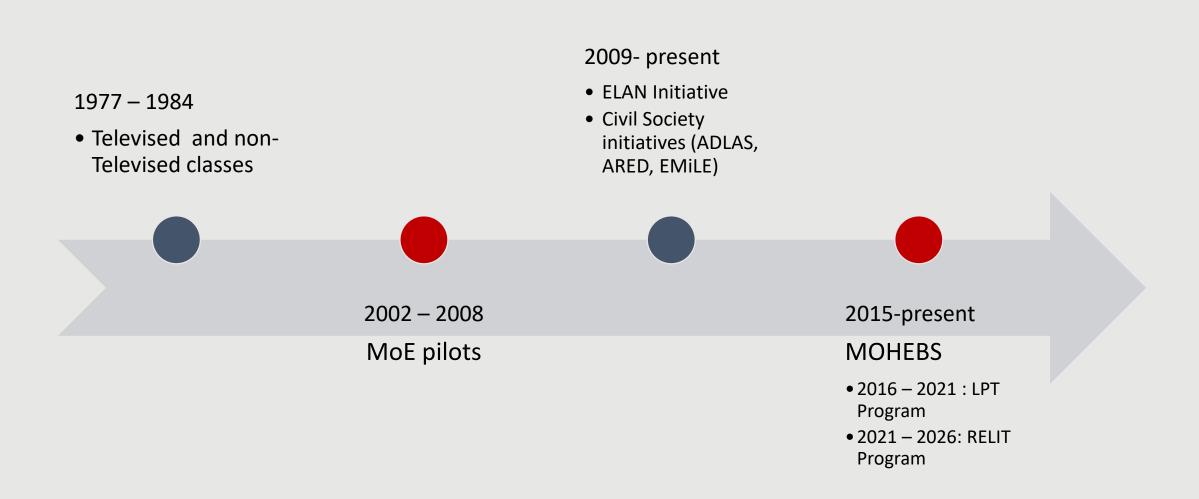
- 1. Context and Background to the Bilingual Policy
- 2. Laying an institutional foundation for bilingual education through strong pedagogical teaching and learning materials: the role of ARED
- 3. Communication and diffusion of innovation

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



MOHEBS: Modèle harmonisé de l'enseignement bilingue au Sénégal

USAID interventions supporting MOHEBS

Lecture Pour Tous (LPT)

Renforcement de la Lecture Initiale pour Tous (RELIT)

\$72M EGR Program (2016-2021)

L1 3 national languages \$80M EGR Program (2021-2026) 6 national languages and French as a second language

L1&L2





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 and bilingual education



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

ARED'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 Trainers (ETN, ETR), teachers, and school directors

ARED's technical assistance: Material development for USAID programs

LPT: 3 languages, 3 levels (1st, 2nd, and 3rd grade), 80 materials RELIT: 6
languages, 2 levels
(1st, 2nd grade),
73 materials

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

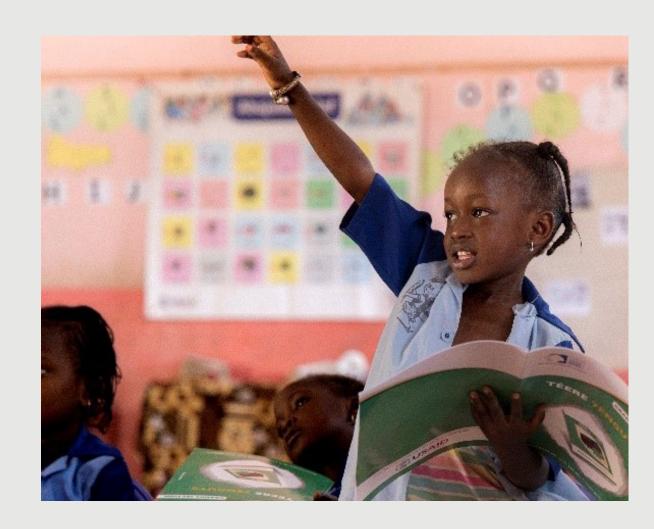
 Ability to assist in publishing, without being perceived as a competitor to private publishing houses

 Keeping pace with and improve capacity to meet the needs of Ministry of Education and other actors to support bilingual education in Senegal



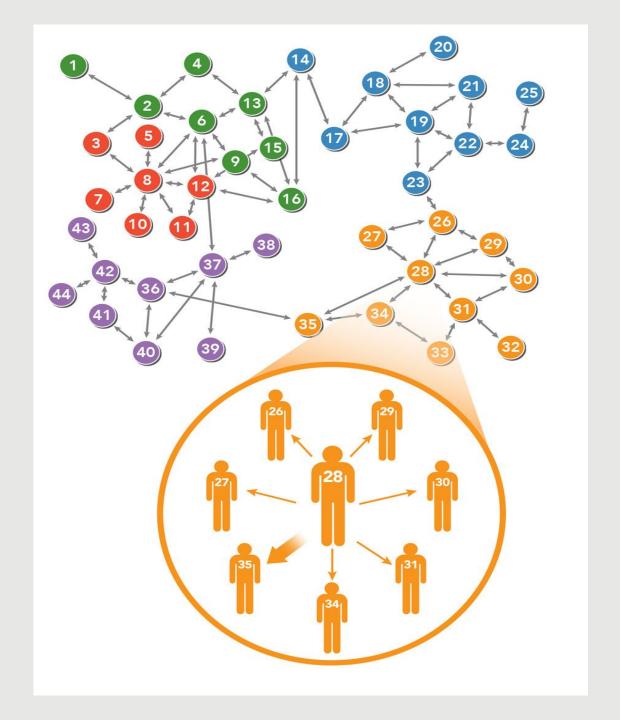
Meeting the challenges

- 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 1Preparation

(2021 - 2023)



Phase 2 Launch

(2023 - 2024)



Phase 3 Extension

(2024 - 2026)



Phase 4

Scale-Up

(2026 - 2028)

USAID: LPT | RELIT

IMPROVEMENT

LEADERSHIP

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.

TEACHING AND LEARNING 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.

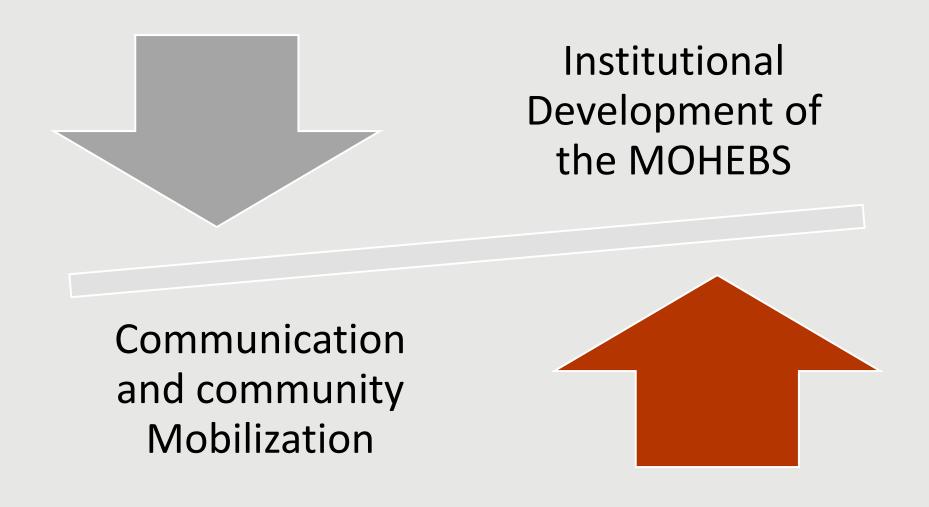
LINKAGES

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.

The Senegalese
education system is
well prepared to provide
high-quality, evidencebased bilingual reading
instruction that
improves student
learning outcomes.

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 push and pull factors of disruptive innovations



The push Factors-the institutional development of MOHEBS

Policy development

Pedagogical inputs (materials, teacher training, etc.)

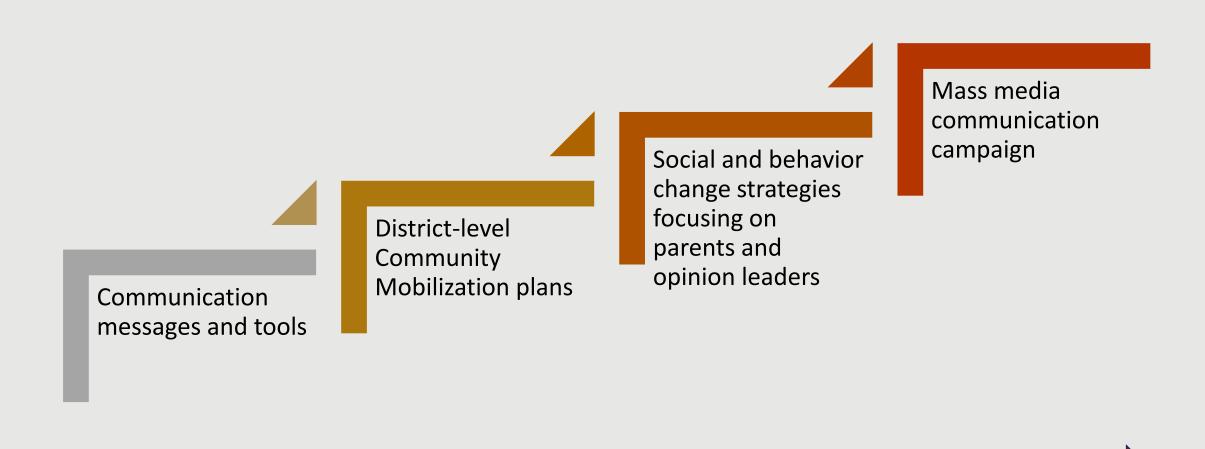
Systems change (national and middle tier ministry reforms)

Scaled implementation (9 out 14 regions)

Increased donor support to the policy's implementation

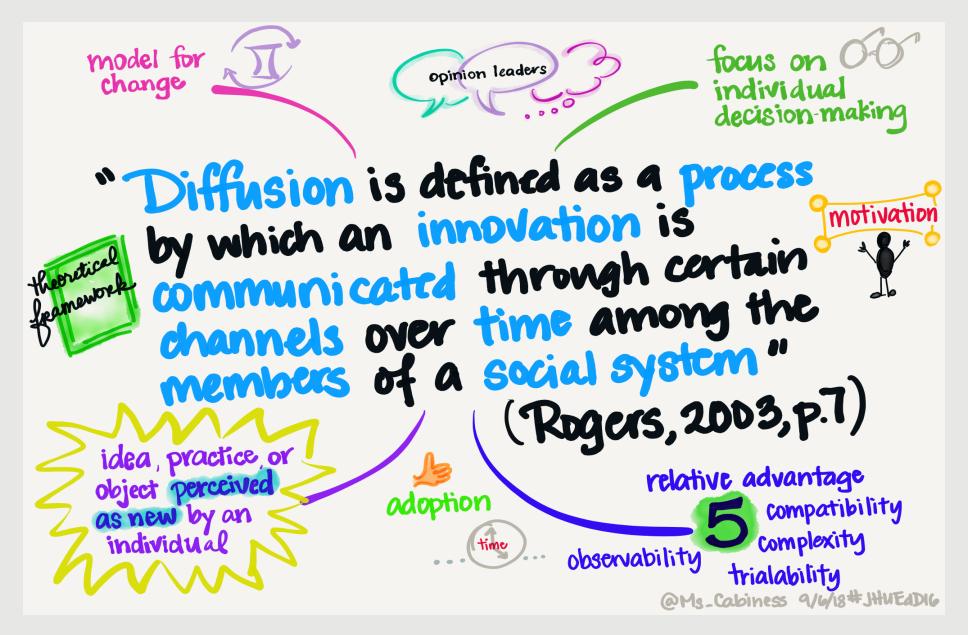
RELIT: LEADERSHIP AND TEACHING AND LEARNING COMPONENTS

The pull factor: the Ministry's communication campaign

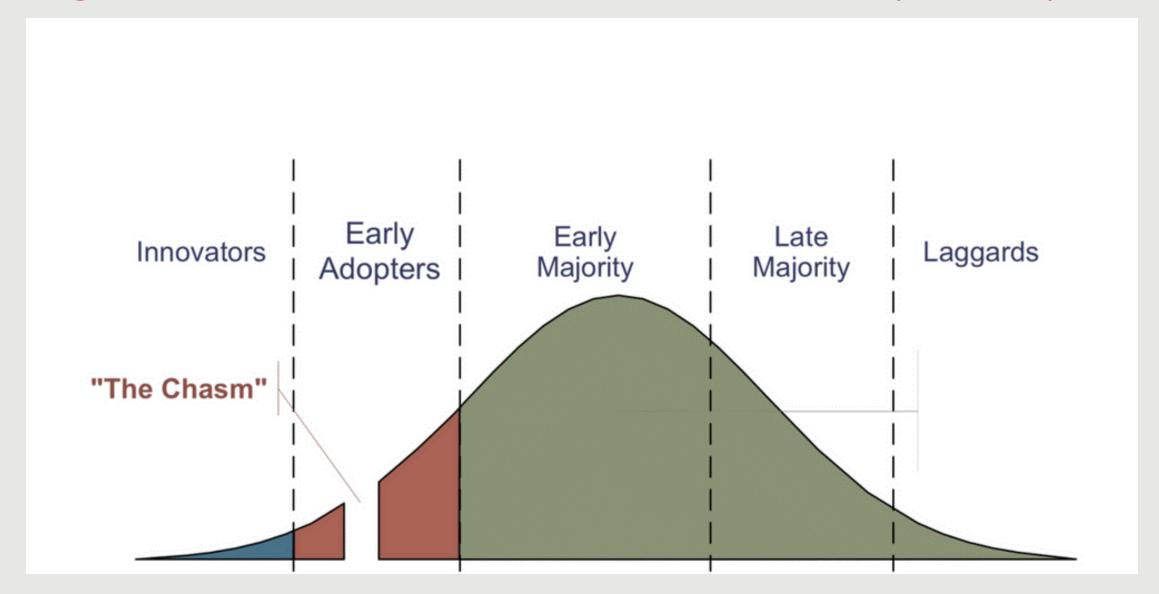


RELIT: LINKAGES COMPONENT

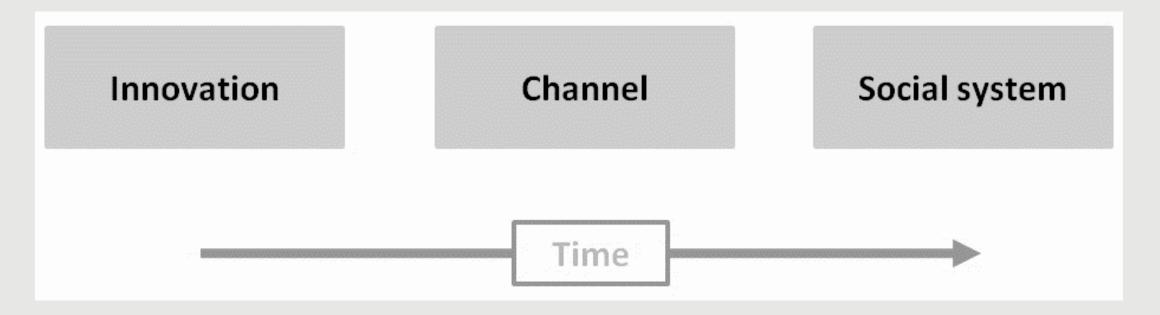
Rogers Diffusion of Innovations Theory



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?



Thank you! Merci! Jërëjëf! Jooka njal! Jaaraama! Al Barka! Anawaari!