

**Accessing quality middle school
education through curricular reform:
the case of USAID/Basic Education
Project—Senegal**

Overview of the USAID/BE Project

- Supports the Ministry of Education to improve access, quality, and governance of middle school education in Senegal.



Overview of the USAID/BE Project

• 5 COMPONENTS

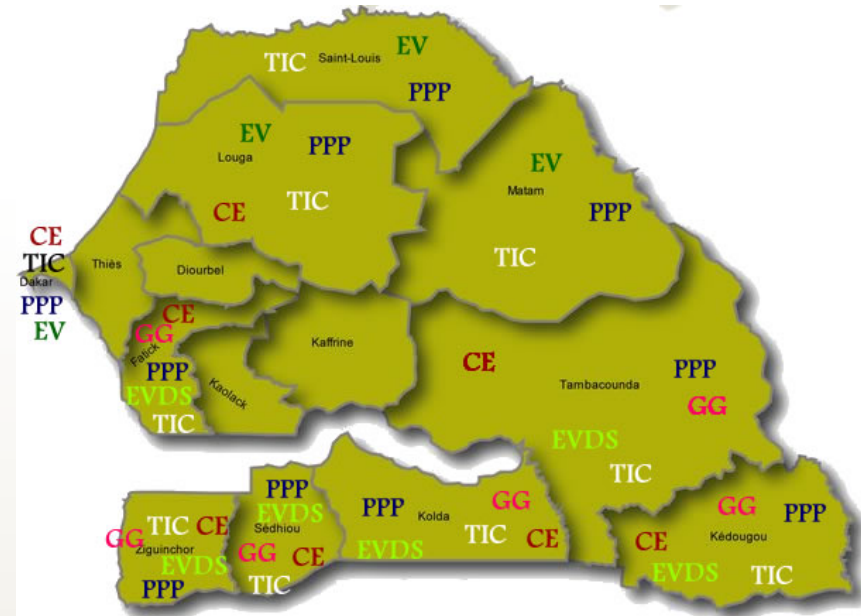
- VULNERABLE CHILDREN
- CURRICULUM AND INSTRUCTION
- INFORMATION AND COMMUNICATION TECHNOLOGIES
- GOOD GOVERNANCE AND MANAGEMENT
- PUBLIC-PRIVATE PARTNERSHIPS

2 UNITS

- MONITORING AND EVALUATION
- SMALL GRANTS AND REGIONAL OPERATIONS

10 REGIONS

Dakar, Fatick, Louga, St. Louis, Matam, Tambacounda, Kedougou, Kolda, Sedhiou, Ziguinchor

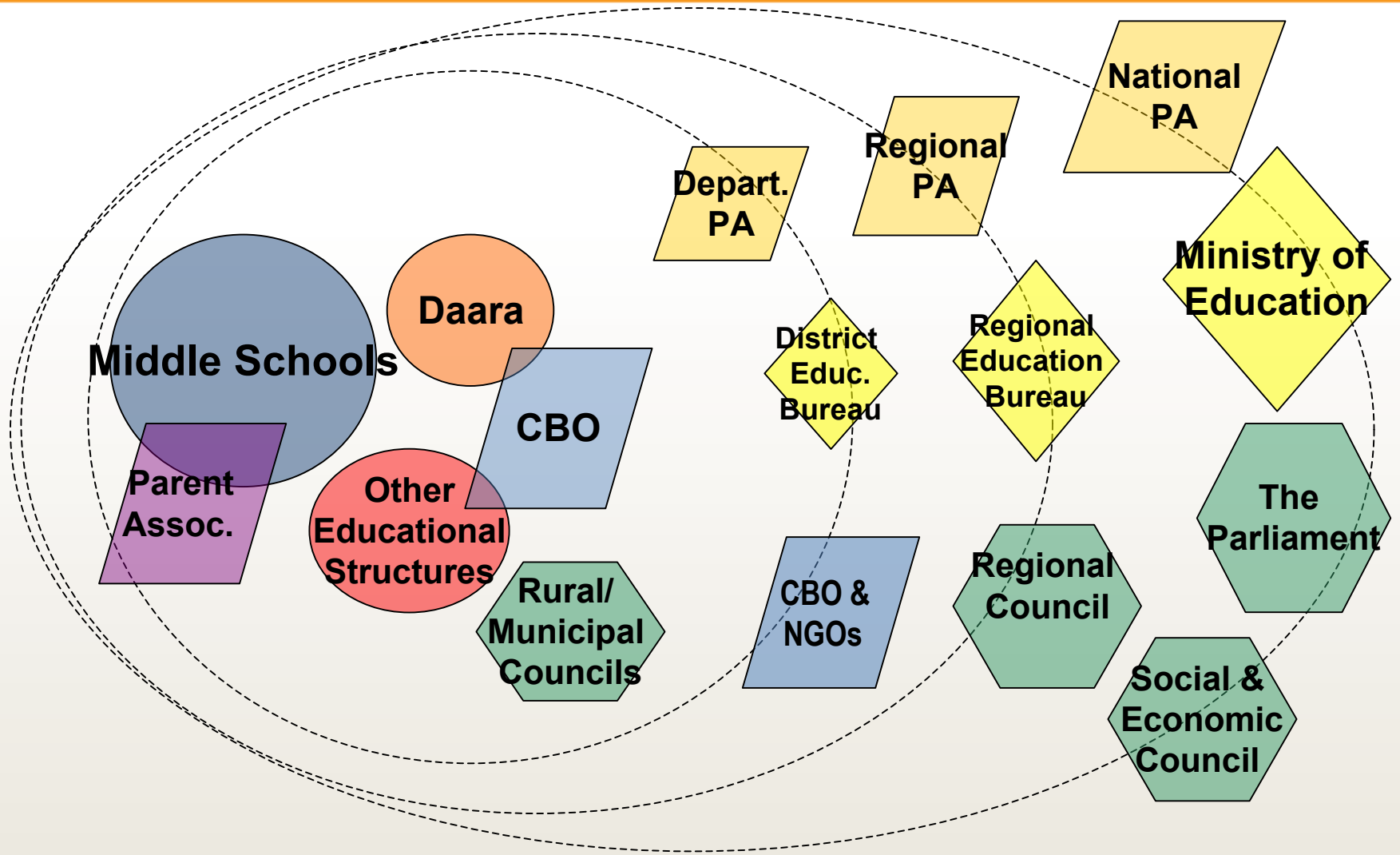


PROJECT DURATION: **2008-2013**
PROJECT AMOUNT: **\$38 million**

Life of Project Results

- **50,000** Talibés and street children have **access to quality basic education**
- An **improved middle school curriculum** and its good governance and continuous assessment tools are implemented in **607 middle schools**, through the training of **7,783 teachers** and **607 school principals** and **1047 school officials**
- **408** middle schools are equipped with **ICT equipment** connected to the **internet**, and **integrate ICT in teaching and learning** and in **school management**
- A **system of good governance and management** is implemented, involving **2500 school managers** and **elected officials** at the national, regional, and local levels, and over **5000 parents**
- Businesses contribute **\$6 million US** in-kind or in cash to **education**, and **35,000 students** are oriented to **the world of work**

Educational Community Targeted by the Project



Implementation Principles

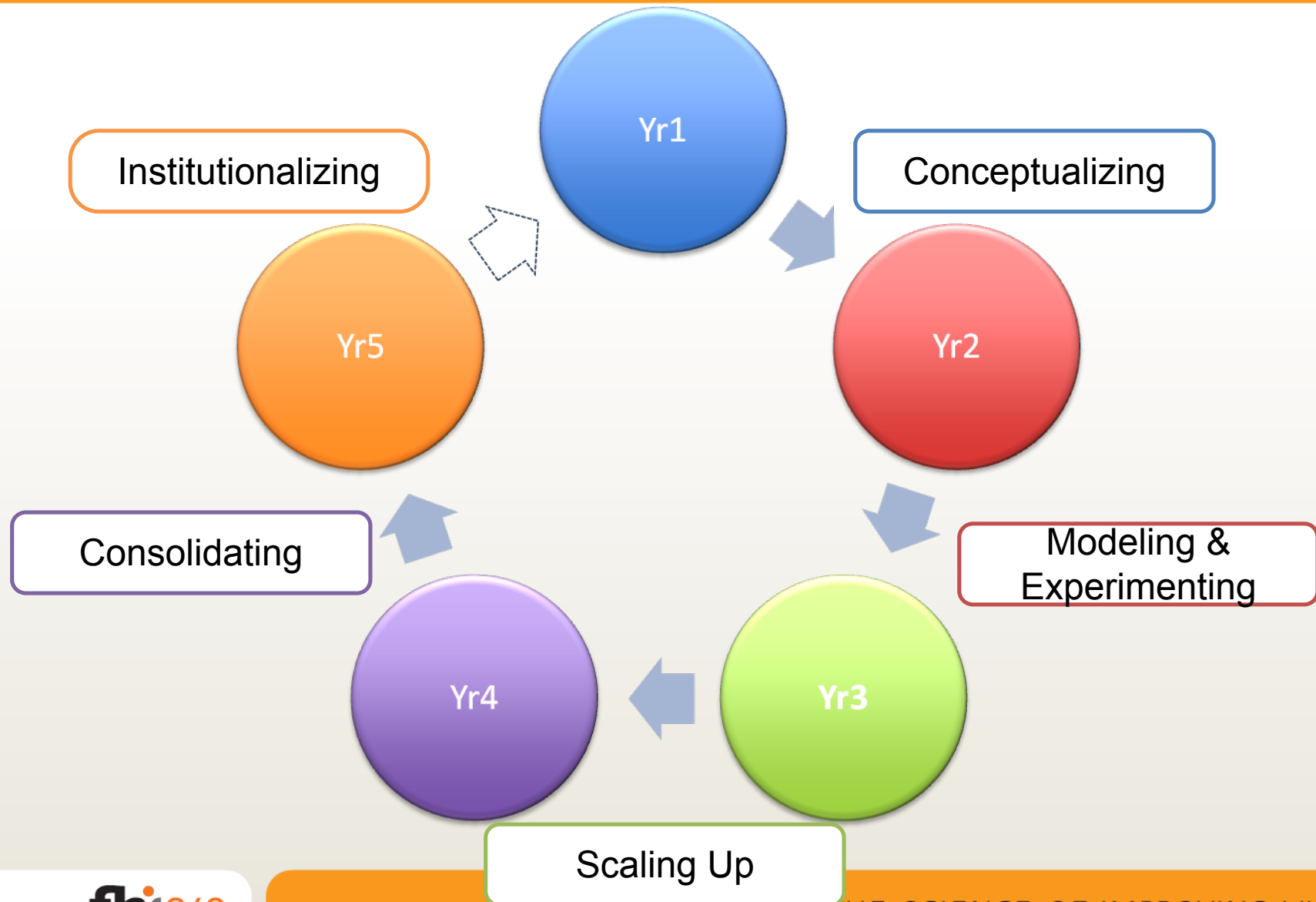
- ✓ Project provides a “scaffold” for the Ministry to innovate
- ✓ Project acts as a facilitator for local and national actors to participate in the innovations
- ✓ Innovations are based on:
 - Result-based implementation
 - Learning by doing
 - Building on indigenous best practices
 - Sustaining innovations beyond the project’s 5-year term

Implementation Strategies

Strategies

- Engage and mobilize stakeholders to embrace the vision of a high performing educational system
- Reinforce capacities of school officials to ensure sustainability
- Support educational structures to improve their performance

A phased approach to implementation



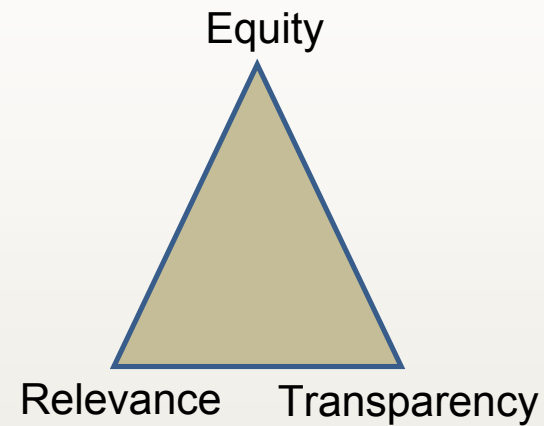
A concerted vision

Vision

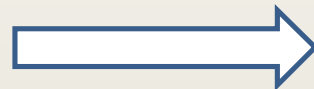


An engaged and effective educational community

Values

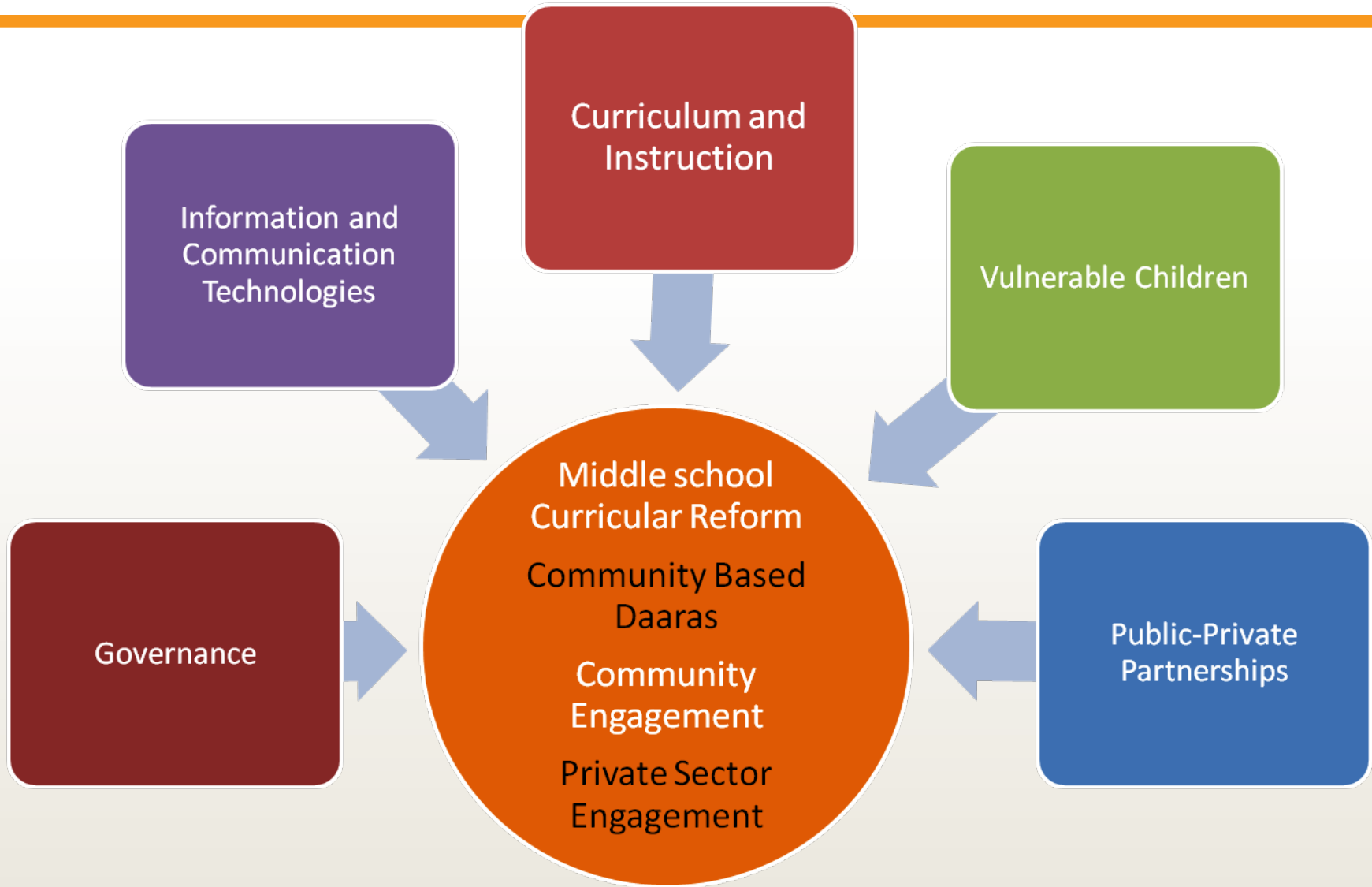


Mission



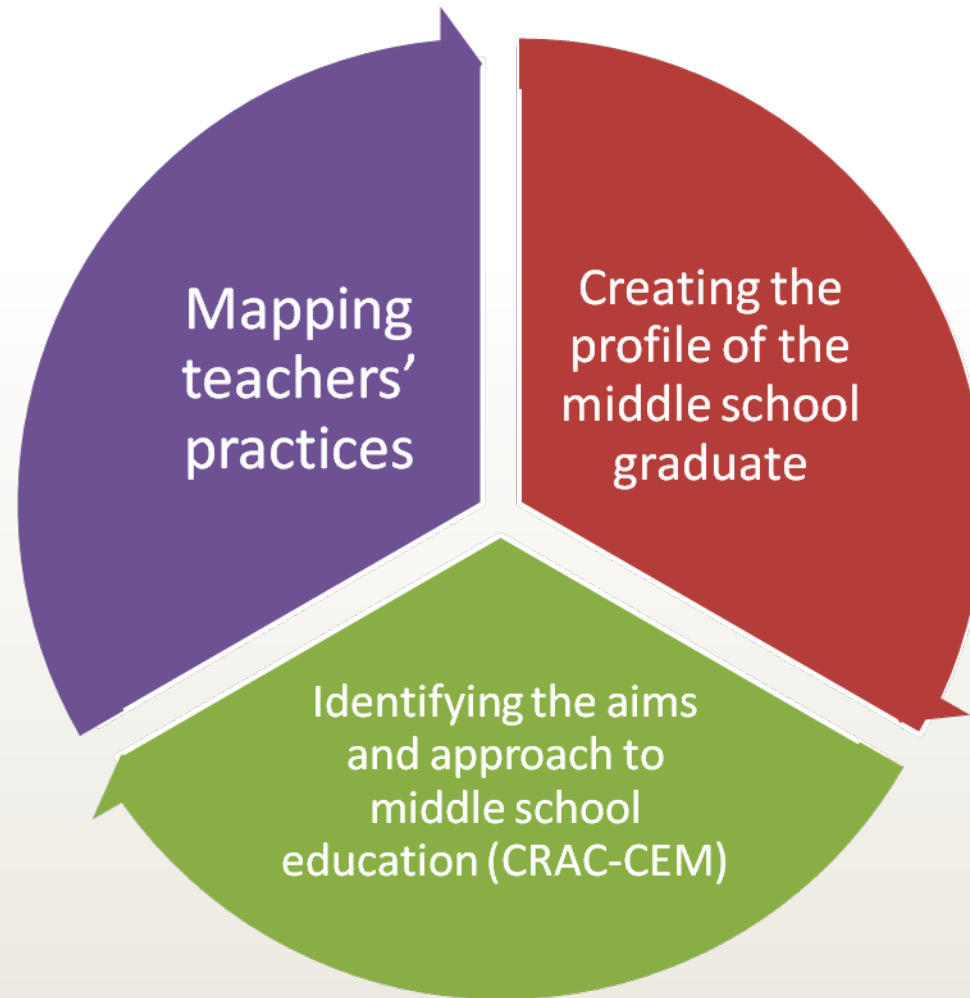
Institutionalization of innovative models and practices

From components to programs

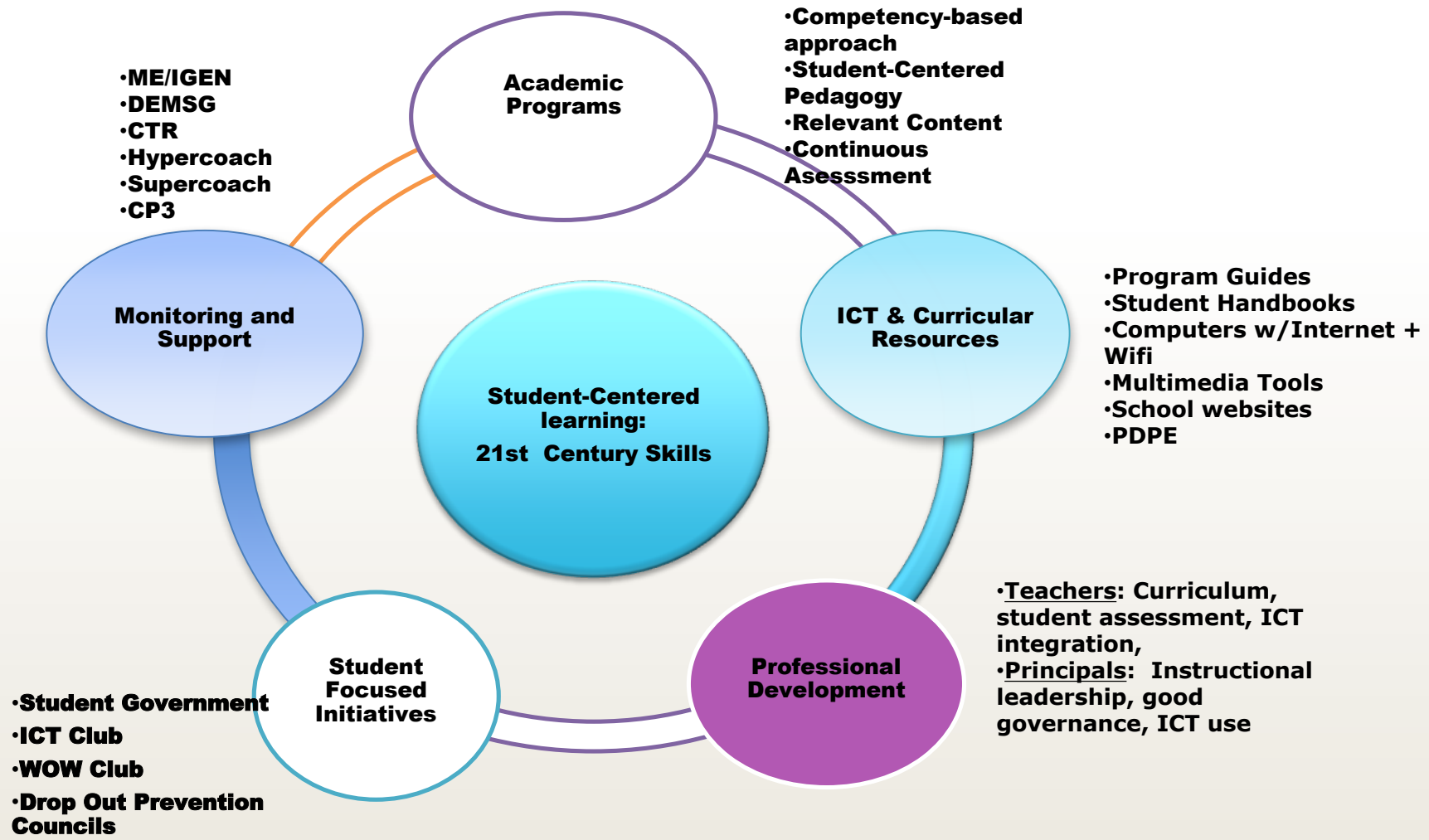


THE CURRICULAR REFORM

Creating the curricular framework 2008-2009



Curricular Reform Package



Creating the curricular tools—2008-2010

Development, testing and validation of the curriculum program guides (Maths, SP, SVT, FR, HG, BG)



Development, testing and validation of the pedagogical guides (Maths, SP, SVT, FR, HG)

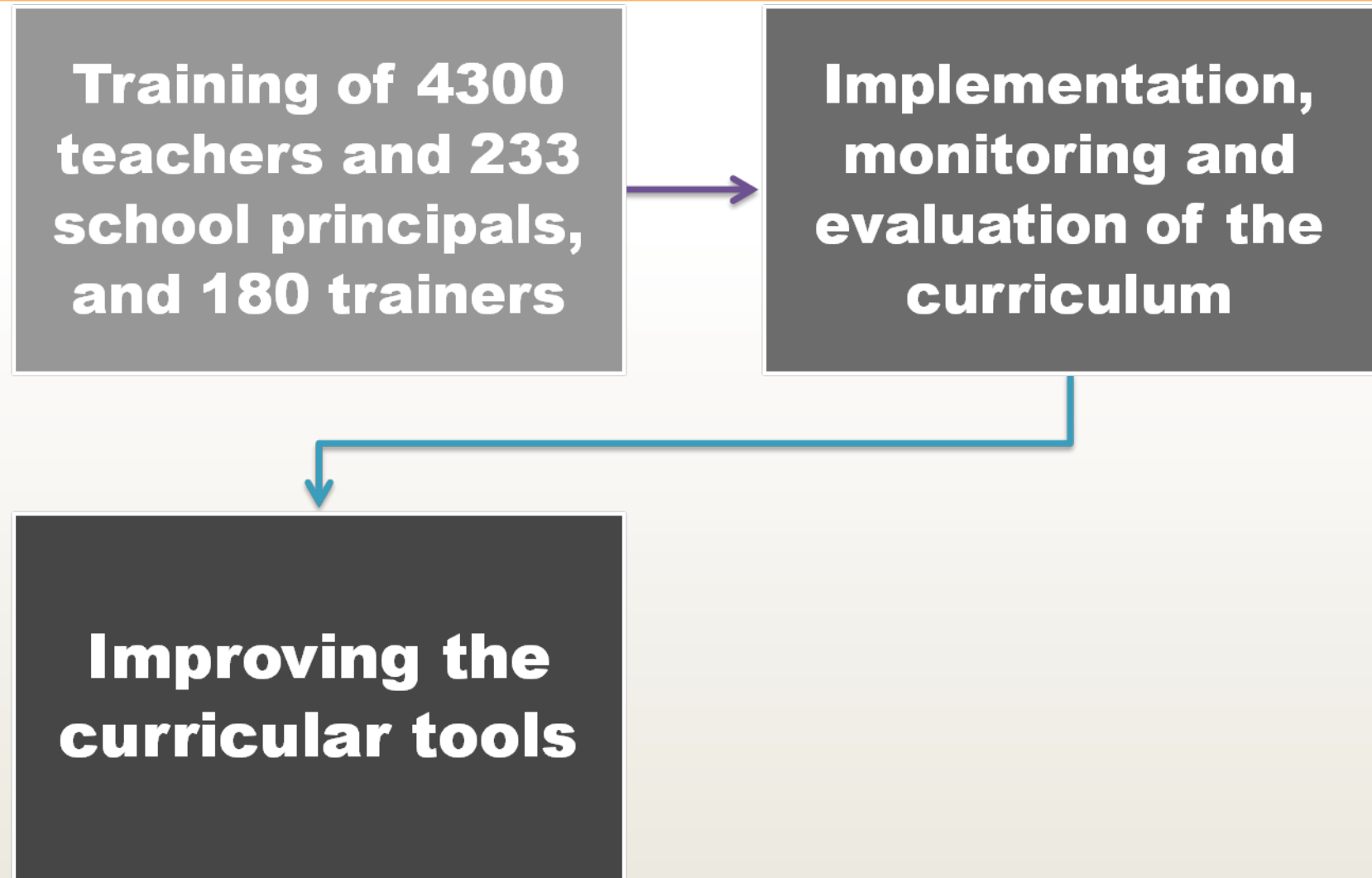


Publishing and distribution of the curriculum tools



Development of the student handbooks (PROJET DE VIE, HG, SVT, SP, Bonne gouvernance)

Implementation of the curriculum—2010-2012



ICT Materials in support of teaching and learning



Mobile Classroom



N-Computing



ICT peripherals

Online Educational Resources: www.college.edu.sn

The screenshot shows the website interface for the Ministry of Early Childhood, Elementary, Middle Secondary, and National Languages. The header includes the logo of the Ministry and the PDPE (Portail de Développement Professionnel pour l'Éducation) logo. A search bar is located in the top right. The navigation menu includes: Accueil, Actualité, Ressources pédagogiques, Communauté, Etablissements scolaires, Espace Formation, Forum, and Nous écrire. The main content area features a section for 'Dernières actualités' (Latest news) with a list of articles. The first article is dated 01 Aug 2011 and is titled 'Sommet africain de l'éducation: Une approche pertinente et transversale'. Below the title is a small image of hands raised in front of a screen. The text of the article snippet reads: 'Les intervenants appellent à l'intégration des NTIC dans les systèmes éducatifs. Près de 10 pays africains ont pris part mardi dernier au Sommet africain de l'éducation qui se tient à ...'. A 'Lire la suite' (Read more) link is provided. Below the article list are three buttons: 'ZOOM', 'L'INVITÉ', and 'ON EN PARLE'. On the right side, there is a 'ESPACE MEMBRES' (Members area) with a login form containing fields for 'Identifiant' (Username) and 'Mot de passe' (Password), a 'Connexion' button, and links for 'Mot de passe oublié?' (Forgot password?) and 'Identifiant oublié?' (Forgot username?). Below this is a 'SOUMETTRE DES RESSOURCES' (Submit resources) section with two buttons: 'Soumettre un article' (Submit an article) and 'Proposer un lien' (Propose a link).

- ✓ Middle school curriculum materials
- ✓ ICT training modules
- ✓ E-learning resources
- ✓ Forums
- ✓ Communities of practice for teachers, principals, students, and school officials

Curricular Reform by the numbers– 2010-2012

- ✓ **233 middle schools, 4,300 teachers, 233 principals** implementing the curriculum with project support
- ✓ **212 schools** received computer equipment, are connected to the internet and have school websites
- ✓ **800 school-based ICT coaches, 35,000 students**, teachers and administrators **trained** in computer use, maintenance, good governance, and website management
- ✓ **70,000 students**, are using ICT for learning and among them **2500 members of the ICT clubs**
- ✓ **3,060 teachers** are using ICT for teaching
- ✓ **87 ministry inspectors and national staff** provide support for teachers' professional development



Evaluation of student learning and teacher practices

- Student learning assessments in Math and Sciences
- Development and Implementation of the Intensive teacher training program (FRI)
- Assessment of teacher practices

FINDINGS FROM THE RESEARCH ON THE FRI PROGRAM

From innovations to policy and adopted practices

Student Government

- Ministerial decree (2012)
- >300 middle schools (2012-2013)

Drop out prevention councils

- Ministerial decree (2012)
- >600 schools

Middle School Curricular Materials

- Used by 100% of teachers in middle schools

Teacher professional development half-days (DJP)

- Uses the format of the FRI model
- Implemented with universal coverage of all middle schools in 10 regions
- Teachers pay their way to the sessions

Half day orientation for educational community (DJO)

- Uses format of governance model
- Implemented in 10 regions
- Educational community actors cover the costs of the sessions

Policy dialogue on ICT

