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

- Middle Schools
- Daara
- CBO
- Other Educational Structures
- Parent Assoc.
- Rural/Municipal Councils
- Depart. PA
- Regional PA
- National PA
- Ministry of Education
- District Educ. Bureau
- Regional Education Bureau
- Regional Council
- The Parliament
- Social & Economic Council
- Ministry of Education
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

- 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

- **Yr1**: Conceptualizing
- **Yr2**: Modeling & Experimenting
- **Yr3**: Scaling Up
- **Yr4**: Consolidating
- **Yr5**: Institutionalizing
A concerted vision

Vision

An engaged and effective educational community

Values

Equity

Relevance

Transparency

Mission

Institutionalization of innovative models and practices
From components to programs

- Information and Communication Technologies
- Curriculum and Instruction
- Vulnerable Children
- Governance
- Public-Private Partnerships

Middle school Curricular Reform
- Community Based Daarars
- Community Engagement
- Private Sector Engagement
THE CURRICULAR REFORM
Creating the curricular framework 2008-2009

- Mapping teachers’ practices
- Creating the profile of the middle school graduate
- Identifying the aims and approach to middle school education (CRAC-CEM)
Curricular Reform Package

Student-Centered learning: 21st Century Skills

- Competency-based approach
- Student-Centered Pedagogy
- Relevant Content
- Continuous Assessment

Academic Programs

- ME/IGEN
- DEMSG
- CTR
- Hypercoach
- Supercoach
- CP3

ICT & Curricular Resources

- Program Guides
- Student Handbooks
- Computers w/Internet + Wifi
- Multimedia Tools
- School websites
- PDPE

Professional Development

- Teachers: Curriculum, student assessment, ICT integration,
- Principals: Instructional leadership, good governance, ICT use

Student Focused Initiatives

- Student Government
- ICT Club
- WOW Club
- Drop Out Prevention Councils

Monitoring and Support
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

- Training of 4300 teachers and 233 school principals, and 180 trainers
- Implementation, monitoring and evaluation of the curriculum
- Improving the curricular tools
ICT Materials in support of teaching and learning

- Mobile Classroom
- N-Computing
- ICT peripherals
Online Educational Resources:
www.college.edu.sn

- 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

- Equipment & Maintenance
- Public-Private Partnerships
- ICT Integration in teaching and learning