



**République du Sénégal**  
Un Peuple- Un But- Une Foi  
Ministère de l'Éducation nationale



RENFORCEMENT DE LA LECTURE INITIALE POUR TOUS

# The role of Middle Tier Leadership in Supporting Improved Foundational Literacy and Numeracy

## Key implementation strategies used in USAID/MOE Government to Government Component of RELIT Program

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# Presentation Outline



Context and background



Strategies implemented to improve  
Foundational Literacy and Numeracy in  
Senegal

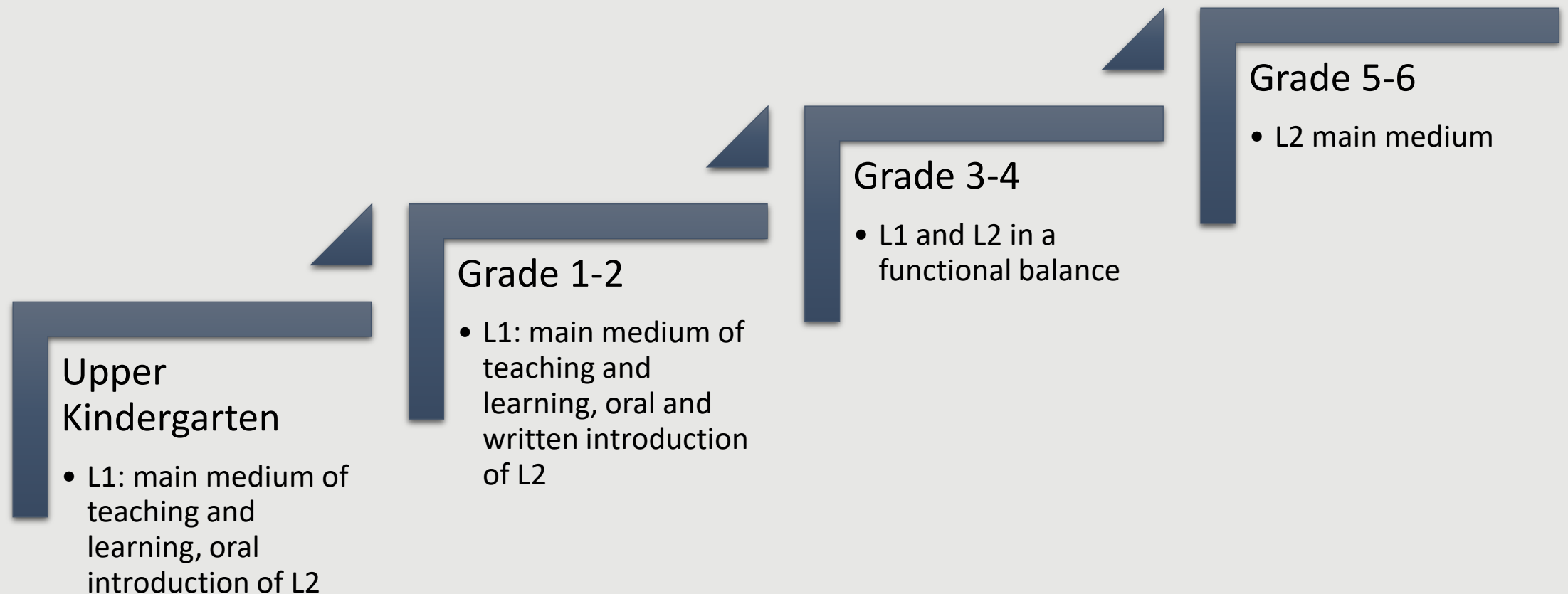


The challenges ahead

## Context: 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)



# MOHEBS: Implementation plan



**Phase 1**  
Preparation  
(2021 – 2023)



**Phase 2**  
Launch  
(2023 – 2024)



**Phase 3**  
Extension  
(2024 – 2026)



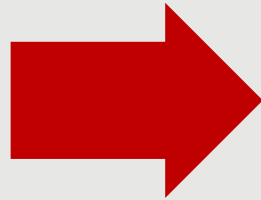
**Phase 4**  
Scale-Up  
(2026 – 2028)

USAID: LPT | RELIT

# USAID support to the 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



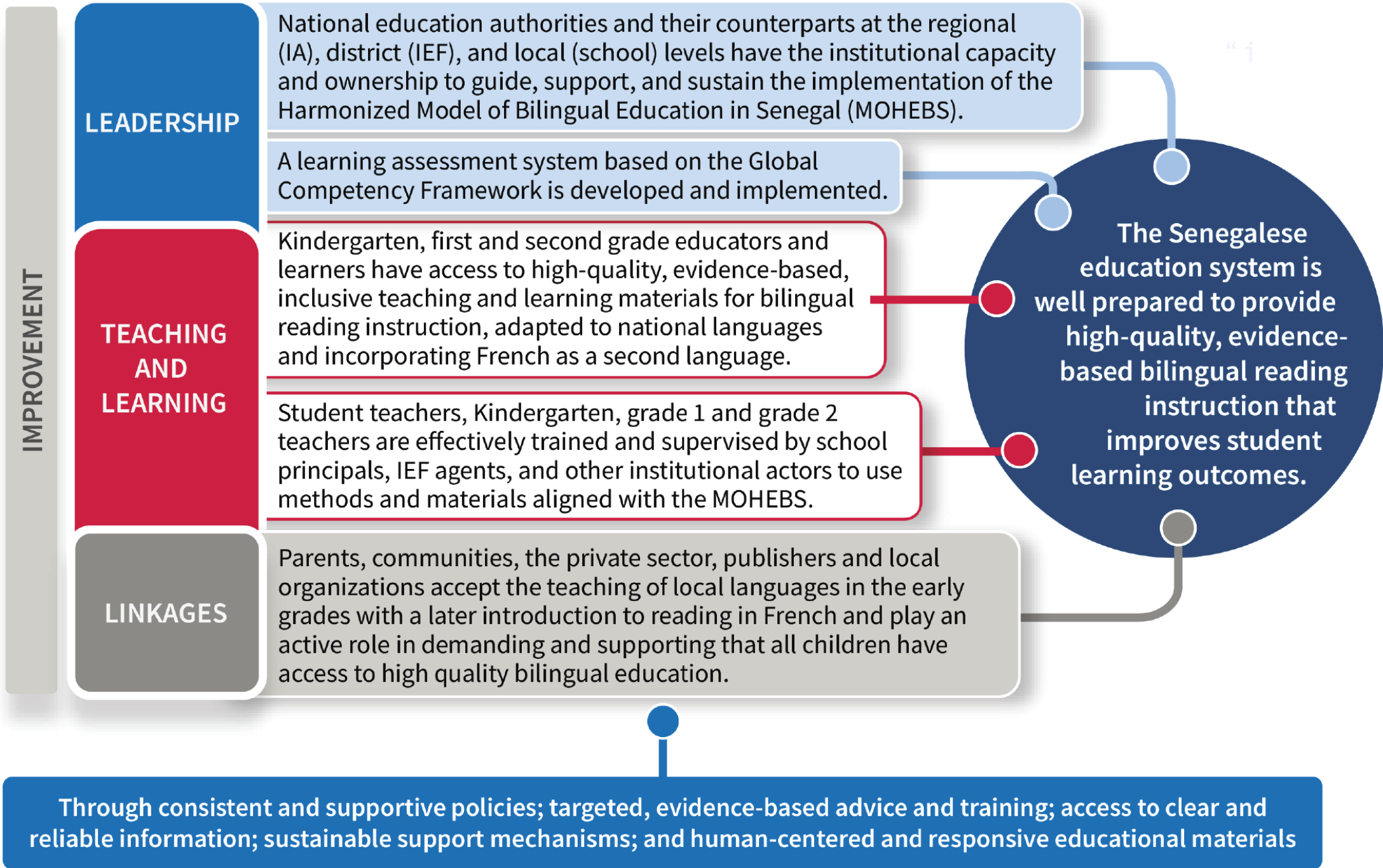
**National languages:**  
Sereer, Pulaar, Wolof,  
Mandinka, Soninké,  
Diola

French as a  
Second Language

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**

# RELIT: RESULT FRAMEWORK



## SYSTEM SUPPORT



Program supports government officials and program staff in consistently monitoring teaching practice and implementation progress to reinforce system and program priorities.

Program works with subnational Ministry of Education staff to establish targeted instructional changes as clear priorities in the education system.

## INSTRUCTIONAL SUPPORT



Program is aligned with existing government education plans to improve uptake and avoid parallel efforts.

Coaches conduct frequent classroom observations and give regular feedback to teachers, using scaffolded and focused guidance from programs.

Instructional support actors (including head teachers, coaches, mentors, teacher meeting facilitators and trainers) develop and provide supports that build teachers' confidence and maximize their decision-making.

Program enlists Ministry of Education counterparts in the delivery and management of inputs needed to effect classroom change.

Program maps out a clear transfer of responsibilities for key programmatic activities to education system actors.

Program invests in building the capacity of Ministry of Education staff (particularly at the subnational level).

Structured teachers' guides are provided to increase teachers' ability to understand the specifics of the new program.

Ample student materials are provided alongside teacher instructional support.

## INSTRUCTIONAL PRACTICE



Ongoing teacher support is positive and collaborative.

Most class time is devoted to the teaching of reading, particularly skills such as print concepts, letter knowledge, decoding, comprehension, and blending.

Activities are engaging and require the active participation of students, creating opportunities for teachers to monitor their learning and adjust their instruction accordingly.

Teacher-to-teacher support (through communities of practice, peer mentoring, teacher support meetings, etc.) is used as a method to help teachers solve instructional problems themselves.

Face-to-face training is used whenever possible.

Instruction shows students—systematically and explicitly—the relationship between letters and sounds.

Teachers make efficient use of instructional time for reading, with students engaging in accessible reading materials.

Direct instruction methods, including the gradual-release model (“I do, we do, you do”), are used to encourage student participation.

Teacher training offers teachers substantial opportunities to practice newly learned skills.

# Essential components to strengthen systems-G2G & IP

( 1 )

The program invests in **capacity building of Ministry of Education staff (especially at the regional and sub-regional level)**.

( 2 )

The program **collaborates with Ministry of Education staff (at regional and district levels)** to establish targeted instructional changes as clear priorities for the education system

( 3 )


The program supports government officials and program staff in **systematically monitoring instructional practices and implementation progress to strengthen system and program priorities**.

( 4 )


The program uses **counterparts from the Ministry of Education to deliver and manage the inputs needed to implement changes in classrooms**.

# 1. Investment in capacity-building of MoE middle tier leaders and staff


A **self-assessment conducted** to identify real needs in the implementation of MOHEBS based on the essential functions of the system: teaching and learning, teacher support, resources



**Multi-year capacity-building plans (PRCs)** to strengthen needed capacities of regional and national stakeholders to address barriers to implementing the reform



**PRCs developed for each target region (9) & national directions** with milestones and dashboards for monitoring their implementation



**Transformational leadership initiative** to strengthen regional leaders' leadership and management skills for the sustainable implementation of high-quality bilingual teaching/learning

2. collaborates with Ministry of Education staff at regional and district levels to establish targeted instructional changes as clear priorities for the education system

## Teacher Continuous Professional Development System

- A multi-modal approach that help teachers continuously improve their classroom practice to improve learner performance

### Modalities:

- Basic face-to-face training
- Distance training (E-learning)
- Coaching and local supervision of teachers
- School- and cluster-based Communities of Practice (CAPI - CAPE)
- Peer support and problem-solving via WhatsApp



### 3. Supports government officials and program staff in systematically monitoring instructional practices and implementation progress to strengthen system and program priorities

#### Fidelity of Implementation (FOI): an innovation in the system

- FOI allows for ongoing monitoring to verify the extent to which the program is being implemented in accordance with the original design and activities intended for implementation.
- Ensures program is progressing according to expectations, taking corrective action, when necessary, in the following areas:
  - Classroom based practices
  - Lesson progression
  - Pupil performance through rapid tests
  - Teacher coaching
  - Teacher participation in continuous professional development activities
- Tablet-based electronic collection of data during school visits conducted by inspectors and program staff and counterparts at regional and national levels
- Data analyzed and displayed on a dashboards that is visible at district, regional, and national levels
- An FOI data analysis report is developed, and the results shared with decision-makers and stakeholders to ensure continuous improvement

## 4. The program uses counterparts from the Ministry of Education to deliver and manage the inputs needed to implement changes in classrooms

Co-creation and co-leadership at national and regional levels between IP and Ministry

Develop Workplans

Determine technical approaches and delivery mechanisms

Monitor implementation and address challenges as they arise

Master Training Mechanism

Joint Technical Working Groups

Staff co-location and homologues



# The challenges ahead

## **Decentralization vs deconcentration**

- Link between decentralization in school management and student achievement level
- Transfer powers and responsibilities to local government
- Empowering regional, district, and school-level leaders to make decisions within the school based on real needs of students

## **Budgeting to better consider local concerns**

- Planning the use of school funding linked to local priorities
- Developing local capacity and providing support for strategic budgeting
- Using evaluation results in the budgeting process

## **Decision-making based on reliable data**

- Data-based decision-making must focus on the use of assessment results to bring about improvements in student achievement

## **The use of digital tools for data collection and use**

- Timely data collection
- On-time data feedback loops
- Database availability
- Data reliability



Thank you ! **Merci** ! Jërëjef ! Jooka njal! Jaaraama! Al Barka! Anawaari!

# Thank You!

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