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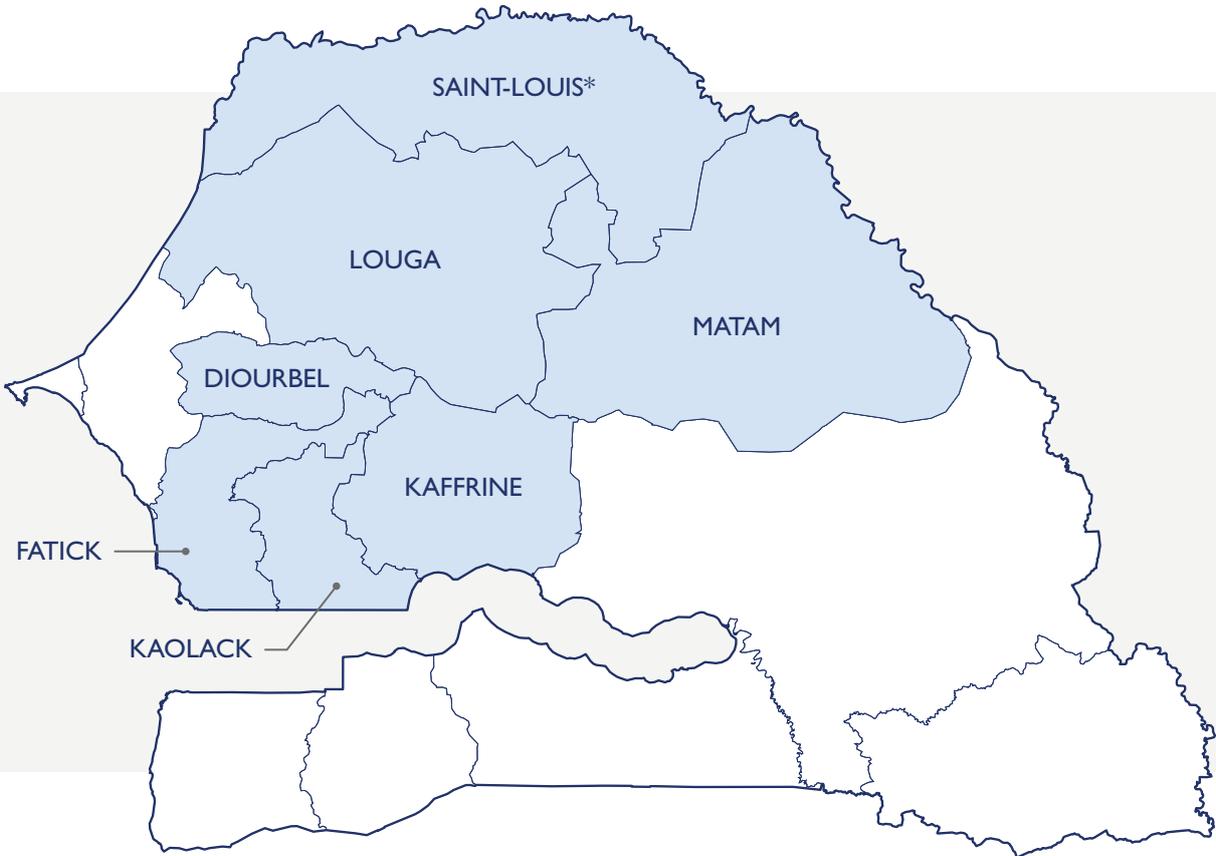
Ministère de
l'Éducation Nationale



Lecture Pour Tous Results at Midline

October 2016 to July 2021

Geographic Focus



*USAID is providing direct government-to-government support to Saint-Louis.

This publication was produced by the United States Agency for International Development.

FRONT COVER: Grade 2 class, Matam region
PHOTO CREDIT: LECTURE POUR TOUS

Program Overview

Senegal has made considerable efforts to improve its education system, which have led to some increases in primary school enrollment and strategies to improve quality. However, it still faces challenges in improving student performance. In response, the Ministère de l'Éducation nationale (MEN), or the Ministry of National Education, has made reading one of its priorities for boosting learning outcomes. The Lecture Pour Tous program, funded by the United States Agency for International Development (USAID), supports the MEN's initiatives to improve the quality of classroom instruction and to inspire families and communities to become more involved in helping children learn.

The program, which began in October 2016 and runs through July 2021, aims to boost early grade reading. Lecture Pour Tous is working to build first, second, and third grade students'

reading skills in national languages (Pulaar, Seereer, and Wolof) so that they may transfer the relevant skills to reading in French, the official language.

Lecture Pour Tous is introducing evidence-based practices, such as direct phonics-based instruction; comprehensive teacher training and coaching; regular checks on student progress; social behavior change communications to mobilize parents and communities around reading; and research-based standards and policy development to strengthen the ministry's efforts to sustain these reforms.

Drawing from action research conducted by the project, Lecture Pour Tous is developing a policy framework to increase and sustain long-term student reading outcomes. The program has yielded positive results in the first three years of implementation.



Grade 2 class, Kaolack region
PHOTO CREDIT: LECTURE POUR TOUS



Grade 2 class, Matam region

PHOTO CREDIT: LECTURE POUR TOUS

Results After Two Years of Implementation

Compared to Lecture Pour Tous baseline studies (2017 and 2018) of children who had received little to no instruction in national languages, 2019 results show that students have substantially improved their reading skills in Pulaar, Seereer, and Wolof. To track this progress, the program uses two indicators:



The average oral reading accuracy of Grade 1 students in a language they speak and understand



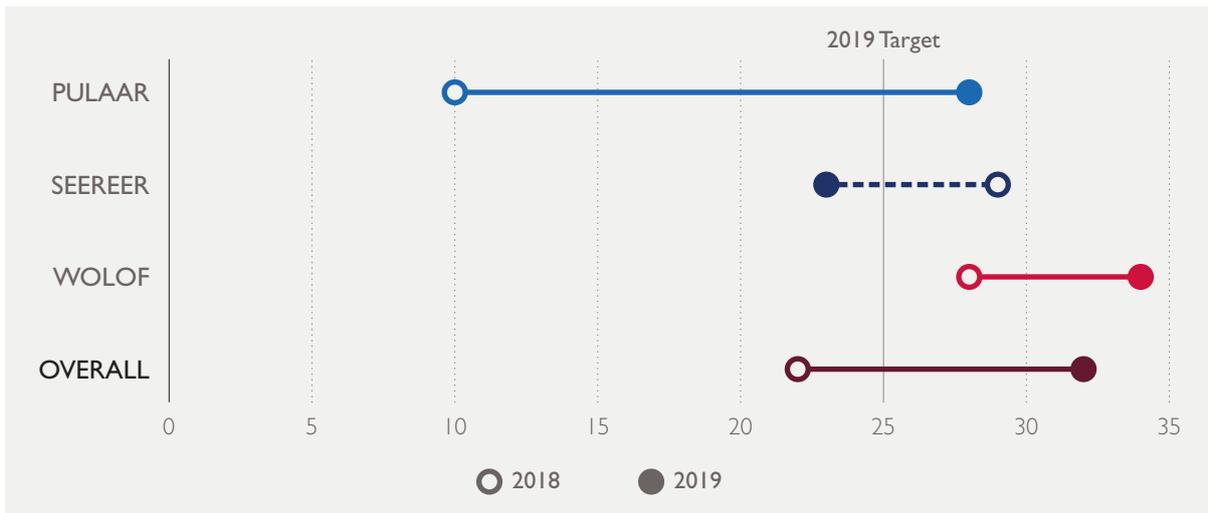
The percent of Grade 2 students who can read and understand grade-level text

Key Takeaways of the Early Grade Reading Assessment (EGRA)

GRADE I RESULTS

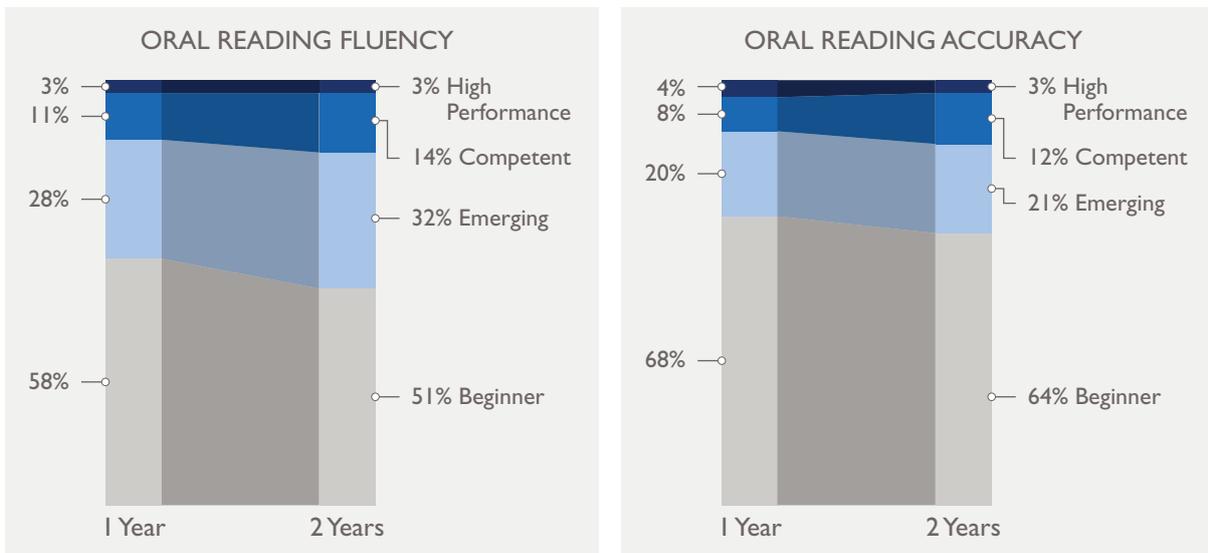
Average Oral Reading Accuracy of Grade I Students

The average oral reading accuracy score for Grade I students is now 32 percent words read correctly, which surpasses the 2019 target of 25 percent, and an overall 2018 average of 22 percent.



Results According to Years of Program Implementation

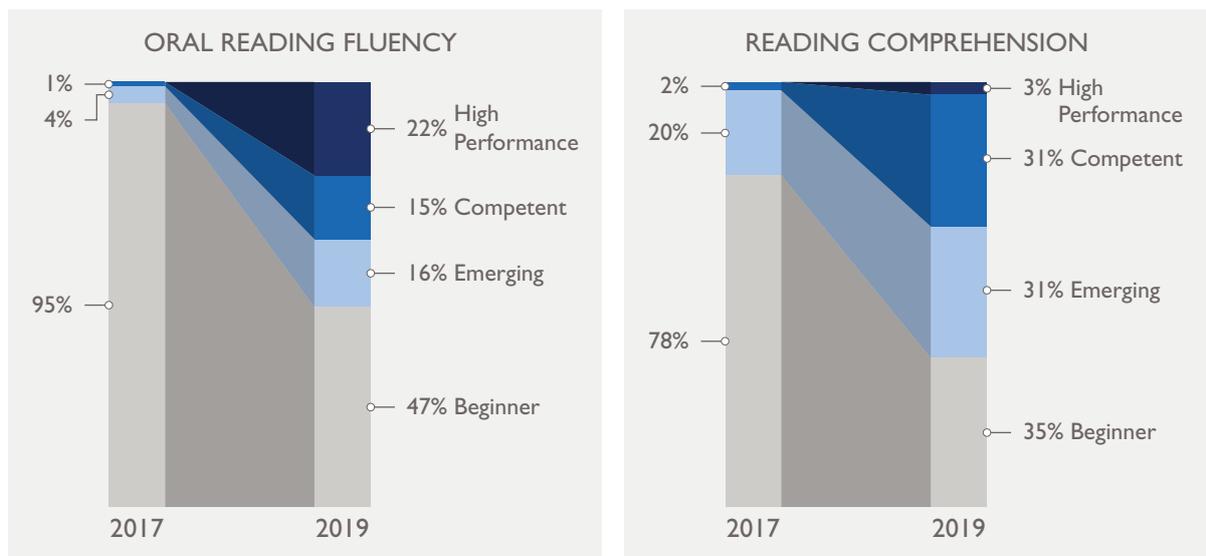
The 2019 assessment also shows that Grade I students perform better in classes where Lecture Pour Tous has been implemented for a longer period of time. Compared to schools that started the Lecture Pour Tous approach this year, schools that have been implementing the program for two years present a lower proportion of beginners and a higher proportion of competent/high-performance students in oral reading fluency and accuracy.



GRADE 2 RESULTS

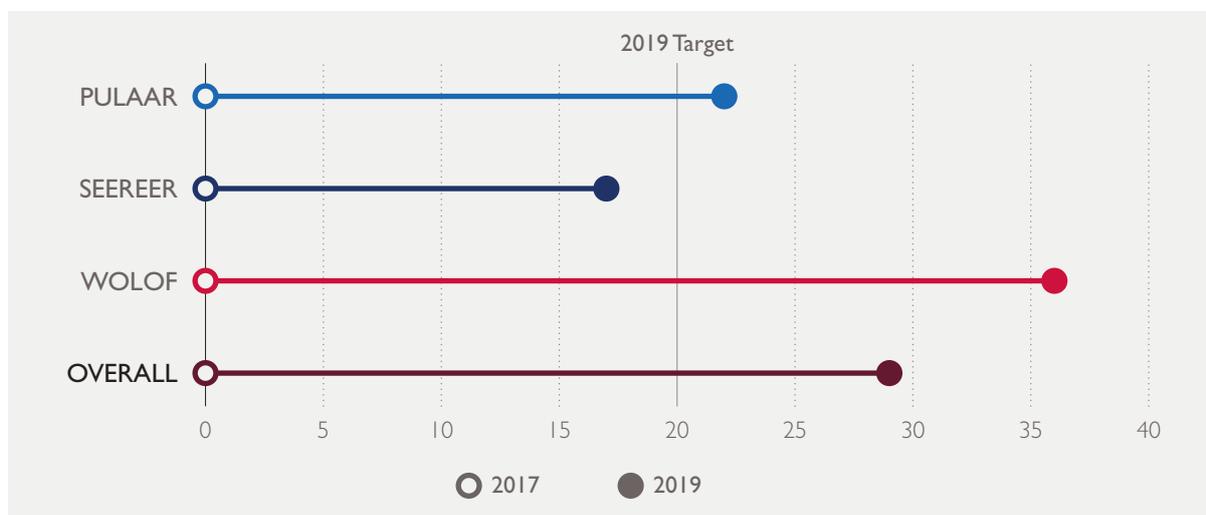
Results According to Reading Levels in 2017 and 2019

Overall, oral reading fluency and reading comprehension scores are measurably higher for all languages and all regions. The 2019 study showed that from 2017 to 2019, the percentage of beginner readers dropped from 95 percent to 47 percent, and the proportion of students reading fluently (competent or high performance) increased from 1 percent to 37 percent. Over the same period, the percentage of students who could not read with comprehension dropped from 78 percent to 35 percent, while those who could read a text and understand it increased from 2 percent to 34 percent.



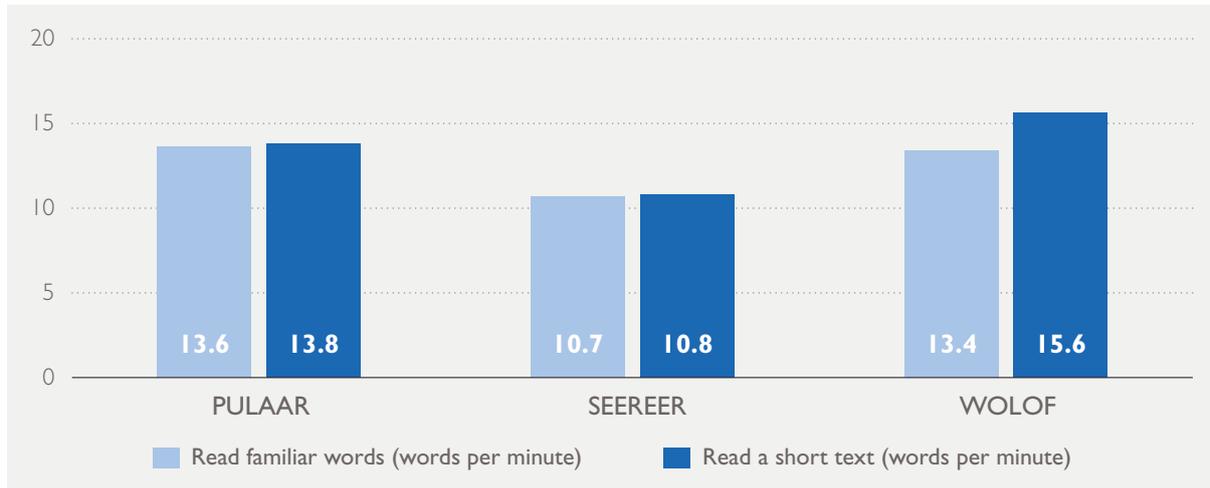
Percent of Grade 2 Students Who Can Read and Understand Grade-Level Text

Twenty-nine percent of Grade 2 students are now able to read and comprehend grade-level text, which exceeds the 2019 target of 20 percent. A 2017 baseline study showed that nearly all students were unable to perform these tasks.



Average French Scores of Grade 2 Students

Using a research-based approach that shows it is easier to learn to read in a language that one already understands, Lecture Pour Tous is working to build students' reading skills in national languages. 2019 findings show that Grade 2 students are transferring relevant skills (such as reading familiar words, reading a short text, and reading comprehension) to reading in French, as well.



READ AND UNDERSTOOD
A SHORT TEXT



PULAAR
22.2%

SEEREER
18.0%

WOLOF
30.9%



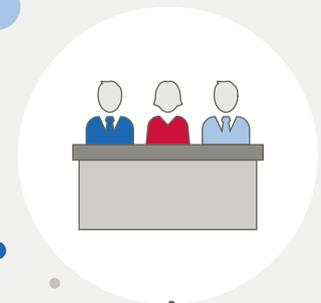
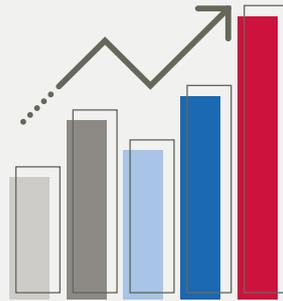
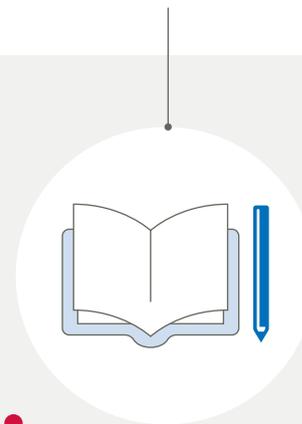
Administration of EGRA, Kaolack region
PHOTO CREDIT: LECTURE POUR TOUS

Key Results Achieved by Year 3

266,768
Students enrolled



785,446
Teaching and learning
materials distributed to
3,376 schools



6,482
Teachers trained
in reading
instruction

3,364
Directors
trained in reading
instruction and
coaching

362
Inspectors
trained in reading
instruction and
coaching

766
School management
committees trained
parental/community
mobilization

Next Steps/Expected Results by 2021

As Lecture Pour Tous enters its final phase of implementation, the program is drawing lessons learned from its EGRA midline results, as well as from its other midline research, which includes studies on the knowledge, attitudes, and practices of teachers and parents/community members. The program is adapting its approach in several ways:

- Reinforcing in-service training and supervision to further develop teacher classroom practices, because reading scores are better in classes in which the program has been implemented for two years instead of one, and teachers have demonstrated more time on task and are engaging students in active learning more often at midline as compared to baseline
- Working with ministry colleagues to enhance pre-service training to provide teachers with additional language skills practice to boost their confidence in teaching reading in national languages
- Collaborating with partners and stakeholders to further explore how region and the size of a language population (whether a majority or minority language) influence learning conditions and outcomes
- Reinforcing parent and community engagement efforts (such as making sure reading materials are available at home), because they seem to reinforce early grade reading in primary schools
- Conducting additional research and triangulating EGRA results with Lecture Pour Tous' other studies to identify the most effective coaching model for teachers (face-to-face instructional support and/or SMS messages and tablet-based coaching support), and how best to help students to transfer the reading skills they have developed in national languages to read in French





Grade 2 class, Matam region
PHOTO CREDIT: LECTURE POUR TOUS

Furthermore, the program is collaborating with the MEN to build upon its successes to date:

- Getting quality teaching and learning materials into the hands of students and teachers
- Providing pre-service and in-service training to teachers to build their confidence in reading instruction via national languages
- Mobilizing parents and communities to support children as they learn to read

Working hand in hand with the MEN to establish a strong policy framework for early grade reading in national languages, Lecture Pour Tous aims to bring sustainable best practices to scale and to continue boosting reading scores among Senegalese children.

By 2021, Lecture Pour Tous plans to achieve the following key results:

- At least 60 percent of students/learners in Grade 2 or the equivalent in daaras will be able to read at grade level in six targeted regions of Senegal
- At least 685,000 students and daara learners in Grades 1 through 3 will have received evidence-based learning materials and books
- At least 21,300 teachers and daara instructors will have received user-friendly teaching materials, practical in-service training, diversified instructional coaching, and supervision
- Approximately 3,890 schools and daaras will have received U.S. government support

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