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Reaching Out, Reaching All –  
Sustaining Effective Policy and Practice for Education in Africa

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**Session 2:  
System-wide mobilization of latent resources**

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**Using job descriptions for monitoring  
primary education in Senegal**

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# Contents

<b>1. EXECUTIVE SUMMARY</b>	<b>7</b>
<b>2. INTRODUCTION</b>	<b>9</b>
<b>3. THE NATIONAL CONTEXT</b>	<b>11</b>
<b>4. HOW THE INITIATIVE BEGAN</b>	<b>13</b>
<b>5. DESCRIPTION OF THE INITIATIVE</b>	<b>15</b>
PURPOSE	15
THE SEVEN PRINCIPLES	15
THE COMPONENT PARTS	16
<i>Job descriptions</i>	16
<i>Stock-taking seminars</i>	17
<i>Basic Education Week</i>	18
<i>Publishing primary school results in the newspapers</i>	18
RESOURCES	19
<b>6. ACHIEVEMENTS</b>	<b>21</b>
SCHOOL RESULTS	21
SCHOOL ORGANIZATION	22
PROFESSIONALISM OF THE ACTORS	23
ASSUMING RESPONSIBILITY	23
PRODUCING TOOLS AND INSTRUMENTS	24
<b>7. CONSTRAINTS</b>	<b>25</b>
<b>8. LESSONS LEARNED AND KEYS TO SUCCESS</b>	<b>27</b>
<b>9. CONCLUSIONS</b>	<b>29</b>
<b>BIBLIOGRAPHY</b>	<b>30</b>
<i>Reports consulted</i>	30
<b>ANNEX 1.</b>	<b>31</b>
JOB DESCRIPTIONS FOR INSPECTORS, TEACHERS AND SCHOOL PRINCIPALS	31
A1.1 JOB DESCRIPTION FOR INSPECTORS IN PUBLIC EDUCATION	31
A1.1.1 <i>Inspection and supervision</i>	31
A1.1.2 <i>Training, leading, and research</i>	31
A1.1.3 <i>Organization</i>	32
A1.1.4 <i>Planning</i>	32
A1.1.5 <i>Rational deployment of resources</i>	32
A1.1.6 <i>Monitoring</i>	32
A1.1.7 <i>Social mobilization and sources of funding</i>	32
A1.1.8 <i>Coordination and Motivation</i>	33
A1.1.9 <i>Evaluation</i>	33
A1.2 JOB DESCRIPTION FOR SCHOOL PRINCIPALS	33
A1.2.1 <i>Watch that...</i>	33
A1.2.2 <i>Establish...</i>	34
A1.2.3 <i>Organize...</i>	34
A1.2.4 <i>Implement...</i>	34
A1.2.5 <i>Post...</i>	34

A1.2.6	<i>Participate in...</i>	34
A1.2.7	<i>Contribute to...</i>	35
A1.2.8	<i>Monitor and sign...</i>	35
A1.2.9	<i>Propose...</i>	35
A1.3	JOB DESCRIPTION FOR TEACHERS	35
A1.3.1	<i>To participate in</i>	35
A1.3.2	<i>To see that students</i>	35
A1.3.3	<i>To do the following</i>	36
A1.3.4	<i>To keep up to date</i>	36
A1.3.5	<i>To Post</i>	36
A1.3.6	<i>To contribute to</i>	37
<b>ANNEX 2.</b>		<b>38</b>
BASIC EDUCATION WEEK		38
A2.1	OBJECTIVES OF THE WEEK	38
A2.2	HOW IT IS ORGANIZED	38
A2.3	ACTIVITIES	38
A2.4	PARTICIPATION	39
A2.5	RESOURCES	39
A2.6	A REPRESENTATIVE PLANNING CALENDAR	39
A2.7	PARTNERSHIPS	39
A2.8	COMMUNICATION AND ADVOCACY	39
A2.9	FOLLOW-UP AND SUPERVISION	40
<b>ANNEX 3.</b>		<b>41</b>
MONITORING TOOLS		41
<b>ANNEX 4.</b>		<b>42</b>
ORGANIZATIONS AND PEOPLE MET		42
<i>Academy inspectors</i>		42
<i>District inspectors</i>		42
<i>School principals</i>		42
<i>Teachers</i>		42
<i>Parent-Teacher Associations</i>		42
<i>NGOs</i>		42

## **Acronyms and abbreviations**

<b>ESCE</b>	Elementary School Certificate Exams
<b>NGOs</b>	Non-governmental Organizations
<b>PTA</b>	Parent Teacher Associations



## 1. EXECUTIVE SUMMARY

1. Faced with the challenge of democratizing education, the many obstacles in the path of this goal, a general education crisis that began in 1980-85, and a steady decline in educational achievement, Senegal instituted a new system for monitoring primary education by means of job descriptions. The idea was to mount a powerful **program** and **organization** that would get results.

2. Analysis of the situation showed: 1) a pass rate of only 29%; 2) great disparities from one school, district, and region to another; 3) and a gap between the material and human resources expected to produce results and the actual results achieved.

3. Confronted with this evidence, the authorities were obliged to draw up measures for results-based education. But how would they obtain good results? They focused on the organizational structures and the roles played by different actors, beginning with teachers, school principals, and inspectors. In this way they established job descriptions for each category of personnel.

4. 7 principles governed these terms of reference:

1. partnership among the actors
2. participation of the community
3. accountability
4. transparency and effective management
5. stimulation
6. training and qualifications of actors
7. action-oriented research to accompany the changes.

5. The initiative for steering by job descriptions was built around four parts:

1. writing the descriptions
2. stock-taking seminars to evaluate their application
3. primary school week and open house
4. publication of school performance in the press.

6. Education scores improved ; between 1995 and 1998: i) the end-of-primary-school pass rate rose from 30% to 48%; the enrolment rate of girls rose from 40% to 77%; the number of principals inspected rose from 5 to 60, and the number of teachers inspected rose from 780 to 3600. However, this improvement was not sustained in 1999-2000.

7. Difficulties in achieving these results were due to:

- the conservatism of teachers and union resistance
- the weak negotiating skills of local staff, sometimes due to their poor understanding of the reforms
- lack of training for management by results
- poor communication and awareness, despite a big effort

- inadequate logistical support for close follow-up
- institutional instability: the departure in 1998 of the Minister who had advocated for reform.

8. The following lessons can be concluded from this experience:

- the important role of political will and commitment
- the necessity of stable and enduring institutions
- the importance of developing a network with multiple branches (horizontal and vertical, base and summit)
- the necessity of having at least a minimum of resources
- the need to motivate all actors from the ground up
- the importance of compromise for engaging a larger circle of actors
- the importance of publicity.



*Such is the power of method and organization that they allow  
ordinary mortals to accomplish extraordinary things.*

## 2. INTRODUCTION

9. The desire to build a modern educational system that would be more equitable, more effective, and, above all, more capable of serving the development and aspirations of all citizens has fostered many initiatives throughout Africa. This faith in the development of human resources has taken a particular turn under the influence of several forceful ideas: i) education is the best way to promote individual development and constitutes a country's greatest wealth; ii) education remains one of the most profitable investments a country can make; iii) schooling is one of the most effective ways to achieve social justice and guarantee each person's chances of success; education is the basis of social mobility; iv) a good education allows each citizen to stay better informed, to make informed decisions about important local issues, and thus to become a better citizen. For these reasons, education is considered one of the pillars of any true democracy.

10. Strongly convinced of this, Senegal has for several years now been committed to improving the level of general education and has devoted great effort to building an educational system of quality. Numerous reforms have been carried out in order to respond to a constantly changing environment.

11. Nevertheless, some obstacles have been encountered: political will that was more theoretical than real, institutional instability, insufficient resources, and resistance to change. Without doubt, the most difficult problems to eliminate were those of improving quality. Problems of quality were exacerbated by massive enrollment and the economic crisis of the 1970s, which brought a decline in working conditions and weakness of educational leadership.

12. As a result, the decline in results over several years (high rates of class repeaters, high rates of failure on end-of-term exams), and an accompanying series of problems has been correctly labeled by specialists as a "system-wide crisis in education."

13. Faced with this regression, the government, with support from technical and funding agencies, responded by providing more infrastructure, equipment, and supplies,. However, these costly investments gave only temporary relief, because perceptions of the nature of the problem were often too restricted.

14. Beginning in 1996, however, the year that decentralization policies were instituted, an interesting initiative was launched to steer primary education in a new direction, by means of "job descriptions." The main idea was to use forceful methods and strong organization to achieve extraordinary results.

15. Leaders of the change followed seven principles:

- *Solidarity between the different links in the educational chain and a firm partnership among all actors along that chain, particularly teachers, school principals, and inspectors;*
- *Involvement of actors in all phases of planning, implementing, and evaluating programs;*

- *Accountability* by all actors;
- *Transparent and efficient management of available resources*;
- *Active support for all actors* as part of a dynamic program of development and reform;
- *Training and qualification of actors*;
- *Action-oriented research*.

16. We can conclude from this experience, first, that competition and individual goal-setting, especially if reported by the media, motivate actors to succeed, and, second, that follow-up mechanisms and effective monitoring make better planning and assessment possible.

17. Another important point that we shall come back to: external funding was not necessary for implementing the program. In fact, the challenge was to make better use of existing resources by influencing the behavior of the different actors.

18. Finally, the program was based on “benchmarking” principles, which meant building behavioral models drawn from examples of good practice in the sector.

19. We describe here the principles, mechanisms, processes, instruments, and results that characterize this initiative. There are three reasons for doing so. First, it allows us to document an application of an innovative program in education. Second, it moves towards the notion of lifelong education—so prized by development agencies—which is founded on the idea of sharing of responsibility and a more methodical management of knowledge about innovative practices. Finally, it enriches the store of successful examples of partnerships that can improve the process of and capacity for social change.

### 3. THE NATIONAL CONTEXT

20. The education system in Senegal went through a bad phase between 1990 and 1995. This was the only period in the history of the country since Independence when indicators showed that basic education was slipping. The rate of primary enrolment, which had increased throughout the first three decades after Independence (1960-1990), moved from 58% to 54%. At the same time, literacy, which was estimated in 1988—the year of the last census—to have reached 73%, stagnated, despite vigorous efforts to promote clear and effective policies in primary education. The continuing and persistent disparity in illiteracy rates between men (61%) and women (83%) was deemed unacceptable at a time marked by the Jomtien World Conference on Education for All.

21. Access to professional training programs was similarly blocked during this period. The country's educational facilities had not readjusted their capacities and could only accommodate 5% of those who had been to school.

22. Preschool education, which was not a government priority, also stagnated at minimal levels: the access rate, which was 2.3% in 1990, remained at nearly the same level (2.4%) in 1994-95.

23. In the majority of Senegalese schools, teaching and learning conditions were not stimulating. The over-enrollment in urban areas (more than 100 students per class), the absence of teaching materials (one reading book for four pupils and one mathematics book for ten pupils), weak management and organization, the absence of water and sanitation, the long distance traveled by children from rural areas (estimated to be an average of 3 km between home and school), malnutrition and health problems, the poverty and illiteracy of parents—all these things played a role in compromising the efforts to make schools more effective. The result was a 13% repetition rate for the first five years of primary school and a worrying 5% dropout rate. The average pass rate for end of primary schooling between 1990 and 1995 was estimated at 29%, one of the lowest for the entire sub-region, for which the average rate was 57%.

24. Monitoring and support of teachers was completely inadequate. Few teachers or principals were inspected each year, a situation aggravated by the high ratio of 235 teachers to one inspector.

25. Lacking an effective program or even an invitation to become involved, there was little participation by the community in school operations. Since parents were only approached when it was time to pay up, they sat by, powerless to do anything but observe the drifting and general ineffectiveness of their schools. Nevertheless, Parent-Teacher Associations grew apace; between 1990 and 1995 more than 340 new associations were formed, suggesting a widespread will to participate.

26. Insensitive to these signals, state-employed teachers held on to the authority to make decisions. The school-community units that had been formed in hopes of improving the situation were unable to affect more than a handful of schools.

27. We cannot conclude this brief overview of education at the time the new framework was put into place without mentioning the volunteer teachers. The Ministry of Education, particularly the Minister of Basic Education, was quick to realize that a lack of teachers was the main cause for the drop in enrollment. While respecting the macro-economic commitments of the country, the Ministry decided nonetheless to use volunteer teachers to help fill the gaps left by traditional recruiting methods. Volunteers were subject to the same restrictive measures governing staff and salaries, which had been imposed as part of economic structural adjustment in the country. The massive recruitment of volunteers was not followed up with a parallel recruitment or training of inspectors, and conditions deteriorated even further.

28. Finally, teacher unions, worried that the new recruiting strategies would undermine their position, were very disruptive between 1995 and 1997.

29. This, then was the general context in which the initiative came to pass in Senegal.

## 4. HOW THE INITIATIVE BEGAN

30. A number of factors facilitated implementation of the initiative:

- *The arrival of a new Minister for Basic Education* and new Director of Preschool and Primary education offered the opportunity to take stock of these sectors. An inventory and study of exam results from the final year of primary school revealed that:
  - For the country as a whole, the average pass rate over the previous five years was about 29%;
  - Enormous disparities in results were revealed: ranging from 44% to 18% by region, 52% to 14% by district; and 100% to 2% by school;
  - Factors supposed to contribute to good performance (class size, availability of textbooks, teacher experience, percentage of girls) did not correlate with actual results.
- *Decentralization*: Law 96-06, of March, 22, 1996, granted financial autonomy to incorporated rural communities. They were permitted to manage matters in which they had competence through elected administrators. This transfer of power and resources created a new governance framework, increasing responsibility of basic education actors from the bottom up.
- *An analysis of performance* and an annual report based on inspections of teachers, school principals, leadership, and training of teachers also led to certain conclusions about monitoring teachers:
  - Despite new and costly procedures put in place in 1994 to develop human resources and an increased budget for inspections and transportation, the number of teachers and school principals inspected was decreasing from year to year. During 1995-96 only 780 teachers out of 15,000 countrywide were able to benefit from close supervision by inspectors; and only five out of 4325 school principals benefited from inspection and counseling.
  - Enormous disparities were encountered between inspectors in the same zone, ranging from 0 to 80 inspections, and between different regions, ranging from 8 to 184 inspections.
- *Education authorities were determined to have standards and norms* available for measuring primary school performance and that of the major actors;
- *They saw the need to communicate results through the media*, in order to motivate actors and institutions;
- *They noted the absence of any incentives and role models* for actors and institutions.

31. Faced with this evidence, the authorities were compelled to establish the monitoring initiative. If the purpose of education is to form a competent, responsible individual, who is capable of self-fulfillment and contribution to community welfare, then what kind of organizations and what tasks should be allocated to various actors in order to achieve these goals?

32. Led by the principle that good methods and good organization can produce extraordinary results, the team in charge of preschool and primary education set out to identify, both in public and private schools, methods of work and organization that achieved winning results in classrooms, schools, and districts.

33. The initiative focused on three sets of actors: teachers, school principals, and inspectors.

- *Teachers:* A group of professional teachers, selected for their competence, met for several days to define the tasks and actions required to achieve good results in the classroom. Their advice was to formulate teachers' responsibilities simply and clearly by using action verbs. The verb "to do," for example, is used to test learning (which is done three times a day) and to record results. Other verbs, such as "organize," "post," "verify," "watch out for," "meet," and "install" all define the behaviors expected of these strategic actors.
- *School principals:* The same process was used to determine what behaviors and standards enable principals to achieve acceptable performance.
- *Inspectors:* A smaller group of professionals collected examples of positive behaviors of inspectors. Using a calendar of 150 school days a year, they drew up lists of inspection and supervision duties, pedagogical training, planning, administration, assessment, and social responsibilities, all defined by action verbs. The group prioritized these duties and concluded that the role of inspection and supervision, considered of prime importance, should take one-fifth of an inspector's time (30 days, backed up by 30 inspection reports).

34. Thus defined by professional practitioners and evaluators, the tasks were compiled in the form of job descriptions. Through the network of inspectors and schools, each teacher, principal, and inspector received his or her job description, as well as those of the other actors. Their immediate superiors were asked to supervise and report on how well these tasks were carried out.

## 5. DESCRIPTION OF THE INITIATIVE

### Purpose

35. The idea of reform using job descriptions is based on the following objectives:

- Improve results by bringing the national pass rate up to a minimum of 50%;
- Improve schools and inspectorates through better planning and identification of expected results;
- Mobilize education professionals, the community, the media and other partners to achieve results and to recognize the fundamental factors that determine success;
- Enhance professionalism by applying a more formal cycle of standard setting, planning work, implementing work, and evaluating performance, always with the aim of improving quality of service;
- Give more substance to the concept of responsibility by clearly identifying those actions and results for which actors are accountable to their superiors and to the community;
- Improve monitoring by producing tools that are better measures of the educational results expected.

### The seven principles

36. Seven principles guided the initiative and methods used to bring about the desired changes:

- *Partnership*: Change would be carried out by building solidarity between the different links in the education system, coupled with close cooperation with actors outside the system. This meant creating a sense of interdependency among the suppliers of technical, financial, social, and political resources.
- *Participation of the community*: To solve problems related to the community, the community itself must be involved. This entails community participation in all phases of planning, implementation, and assessment of school operations.
- *Accountability*: The program pays particular attention to decision-making, both identifying alternatives and developing options. School actors should be at the heart of reform and should be accountable for results.
- *Transparent and effective management*: Alongside accountability should come a sense of duty to achieve results, to report to the community, and to manage resources in a transparent and effective manner. The ultimate impact of education's success should be measured both in terms of satisfaction of learners and of the community.
- *Leadership*: The ability to keep education actors alert, supervise their development, support their apprenticeship, encourage and empower their capacity to change the school environment is needed to give the program a dynamic sense of development.
- *Training and imparting skills*: To give teachers, principals, and inspectors more responsibility requires strengthening their skills. They must be encouraged to explore, analyze, negotiate, plan, manage, communicate, and evaluate. They must have all these critical skills to act responsibly.
- *Action-oriented research*: Social change is a complex exercise. For it to occur, one must both devise careful plans of action and know how to learn from them. While

models of work must be scrupulously well prepared, managers of reform must keep an open mind in order to respond and adjust to change, document the paths traveled, highlight successes, and point out difficulties and risks.

## The component parts

37. The new initiative was organized around four component parts:

- Job descriptions
- Stock-taking seminars
- Basic Education Week
- Publication of school performances in the press.

### Job descriptions

38. The job descriptions are tools for guiding the intervention of inspectors, school principals, and teachers. They show the direction that those responsible for primary education should follow, both individually and collectively, in order to build credible and successful schools.

39. Legislative and regulatory texts reveal a range of responsibilities that have fallen upon the various actors. Some of these directives have been motivated by unique situations in managing particular institutions.

40. By mining this whole range of documents, along with initiatives taken by individual inspectors, principals, and teachers, it was possible to compile the disparate material concerning school management. Most tasks and duties were derived from traditional administrative evaluation tools, especially administrative records, inspection records of teachers and principals, along with elements concerning classroom space.

41. The school is relying on a more efficient deployment of available human capital to improve quality, which has been a major challenge. Through consultations with actors in the education community, it has set standards for quality and criteria for obtaining the results agreed upon.

42. These, then, were the considerations guiding the process of drawing up job descriptions. The job descriptions are provided in detail in **Annex 1 (Job descriptions for inspectors, school principals and teachers)**.

43. How a job description should be applied was left to the actor to decide, in consultation with his or her superior. Most schools have adopted a process like the one described here, involving:

- *Annual seminars to exchange views with the school principal:* In many regions seminars are organized at the beginning of the year to help school principals learn about the new instruments and how to apply them.
- *Reminders of duties and monitoring of job descriptions at the beginning of each school year:* Inspectors for primary education are expected to publish a bulletin reminding everyone what job descriptions apply and how they would be monitored.
- *Integration of job descriptions into posted regulations:* Schools are reminded to post job descriptions and other official documents in the classrooms and in the principal's office.
- *Spin-off seminars at schools at the beginning of the school year:* The seminar for school principals is repeated in each school to ensure the same level of understanding



by teachers. This is the proper moment to explain the terms of the contract and how tasks are divided and shared. Reading aloud the duties of the school principal and the teachers often makes it easier to accept monitoring and supervision by one's superiors.

- *Mobilization of partners (PTAs, associations, NGOs active in the district):* The school seminars have proven to be a good opportunity to plan how to mobilize school partners and make the actors accountable in “marketing” the school to the community.
- *Establishment of the internal monitoring:* When tasks are defined, it is useful to determine which ones get implemented and measured immediately and which ones require some preparation (such as calculating the ratio of students to textbooks, or mobilizing parents and community support). Determining these matters has given rise to lively in-depth discussions in several schools.

### Stock-taking seminars

44. The education authorities decided to organize annual stock-taking exercises along the following lines in order to ensure that the job descriptions are applied and monitored:

- *Stock-taking at the school level:* As the supervisor of the initiative, it is the principal's responsibility to organize the initial stock-taking meeting. This exercise, which brings all teachers together no later than the end of June, must be documented by a detailed report covering individual and school performance. It is the time to discuss any major problems encountered during the year and to outline the challenges and prospects of the upcoming year. Brochures are distributed to all schools in order to guide these meetings and make them effective (see **Annex 3: Monitoring tools**). The procedures that emerged from lessons learned from the first stock-taking exercise serve to formalize the objectives and process of these meetings. Some schools even bring in PTAs, NGOs, the mayor's office, or other partners, who play an important role in monitoring actions on the school's behalf.
- *Stock-taking at the district level:* Based on school reports, district inspectors draft a preliminary report on their school inspections during the year. This synthesis, which highlights performance trends, is discussed by inspectors and school principals at their stock-taking meeting. Once the observations and recommendations of participants have been collected, the draft report is finalized and sent to the regional inspectorate.
- *Stock-taking seminar of the regional inspectorate:* The regional inspectorate, a group of district inspectorates, also takes its turn in meeting to consider the performance reports and other information in its area. It examines broader issues, such as school coverage, internal efficiency, and questions concerning staff, infrastructure, examinations, and decentralization. This report is sent to the ministry in charge, in early August at the latest.
- *National stock-taking seminar:* This is the only time when all the actors (inspectors, trainers, development partners, technical support staff) involved in primary education get together to examine the state of affairs. Each inspectorate presents a brief summary of its annual report, which is distributed to participants in advance. A short discussion on accomplishments and problems follows. The quantified performance report at the national seminar, detailing the work of different actors, elicited a lively debate. But finally, after much discussion, based on an excerpt from an article by C.

Garin in *Le Monde*<sup>1</sup> of January 14, 1993, there was consensus about upholding the practice.

45. The annual stock-taking seminars at the end of August and September have become an opportunity to delve more deeply into the cross-cutting themes that arise from the previous year's reports. The head office for primary education has assigned a special team with responsibility for preparing these important meetings well in advance.

46. Scheduled to last five days, the stock-taking seminars have taken place in the École Normale Supérieure, where they bring together about 150 people and cost nearly \$US 5,000. Each day a different example of a successful experience is presented to the participants. The experience might concern a pedagogical practice or tool, organization, partnerships, resource mobilization, or strengthening motivation or resolving problems. Monitoring tools are drawn for each level of responsibility on the basis of discussion among the different actors. Lessons learned from the exercise provide a framework for maintaining the initiative's momentum.

### Basic Education Week

47. In addition to the monitoring initiative, the government declared a Basic Education Week to honor teachers, principals, and inspectors, as well as the mayors, elected officials, and PTAs that had done the most to improve school results. The seriousness of the initiative was underlined when the President of the Republic, at the request of his Minister for Basic Education, mentioned Basic Education Week in his speech of April 3, 1997 on the eve of National Independence Day celebrations.

48. The goals, organization, activities and other aspects of Basic Education Week are described more fully in **Annex 2 (Basic Education Week)**.

### Publishing primary school results in the newspapers

49. Based on the principle of accountability and duty to report regularly, the job descriptions prescribe how to formalize and communicate results by school, district, and region.

50. The steps taken to publish in the national press the names of top schools, along with the performance rankings of regions and districts, was a very successful move.

- *Choice of daily newspaper:* For a number of years many of the country's newspapers have disseminated news widely, so it was not easy to decide which should be asked to publish annual results. An exclusivity arrangement was one of the conditions posed by the press for publishing the information free of charge. Four papers were pre-selected, and after their circulation and national coverage were examined, the daily *Le Soleil* was chosen.
- *Publication:* Following a working session of education authorities and journalists from *Le Soleil*, the publication took the following form: i) a table of the best schools in Senegal; ii) a table of the best regions; iii) a table of performance by district; iv) a

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<sup>1</sup> Here is the text: "Once cold, jealously guarding its secrets and its shadowy areas, stingy with results and suspicious of numbers, silenced by the horror of honor rolls, bristling at the idea that one might compare, within a district or a city, the examination results of different schools, public education has undergone a small revolution these last years. Under pressure from clients, who are no longer fooled by the myth of equality among all students in the melting-pot of education, and pressured also by elected leaders who have signed on for better or for worse, but who sulk about having to pay without seeing, public education has gradually learned to put its cards on the table."

table of performance by region. Readers' appetites were whetted by an announcement on the eve of publication, and this exceptional issue sold like hotcakes. As a result of its great commercial success, the Ministry's report will continue to be published by the oldest daily in the country.

- *Public reaction:* Public reaction toward the publication of examination results was generally favorable. The schools, districts, and regions that distinguished themselves received letters of congratulation and certificates of merit from the Ministry of Education, which did not wait for Basic Education Week. During the Minister's annual tour of the country, the whole issue of results—whether good or bad—was the subject of much discussion and encouraged partners and administrative officials alike to renew their efforts to improve school performance and rise to the top.

## Resources

51. Putting the monitoring initiative and job descriptions in place need did not require external financing. No additional resources were needed. From the beginning the challenge was to improve the functioning of primary education using locally available resources to change attitudes and behavior. The resource issue was addressed by first identifying resource needs, then identifying strategies for attracting voluntary contributions, and finally identifying ways to mobilize local funding.

52. *Resource needs:* Resources were needed most at the beginning of the initiative to draft the conceptual framework, discuss and agree upon it with major actors, disseminate and promote the working tools, and plan to monitor and evaluate. These processes had to be followed for the four core components of the exercise: job descriptions, stock-taking seminars, Basic Education Week, and publication of schools' performance. The analysis distinguished centralized from decentralized needs, took account of existing resources, and assumed their efficient use would be maximized. However, it is useful to remember that the main locomotive for change was the daily behavior of the various actors, both individually and collectively.

53. *Funding strategies:* Fund-raising was often done on a voluntary basis. Initial strategies were outlined by quality circles, which included teachers and principals. A working group was set up to broaden the base of consultation to more practitioners. Funds from the Ministry were used for everything connected with printing: these constraints determined the format of the job description.

54. For Basic Education Week, which cost more to organize, all groups were asked to work with local partners to help raise funds. The success of the first event, which was launched by the head of state, has now assured that an annual budget of US\$15,000 will be set aside for regional and district ceremonies.

55. Savings were made by holding the national stock-taking seminar at the École Normale Supérieure. Only transportation and food had to be paid for. The interim stock-taking exercises did not require any particular financing. For the past few years such events have been grouped with others so that costs could be shared among different partners.

56. As already described, the various national media were extremely interested in the prospect of announcing school results. They are still jockeying to win the right to do so.

57. *Mobilizing complementary local resources:* A brochure entitled "The school and its partners: exchanging services" was produced to help groups organize funding. Encouraging schools and their communities "to give and to receive," the brochure gave examples of successful fund-raising activities. Thus, alongside other inspirations of the project, there were many suggestions for services that schools might offer to generous

partners (children's drawings and decoration, articles bearing the label "sponsor," thank you letters and articles in the newspaper, recognition ceremonies). Basic Education Week is the prime time for such activities.

## 6. ACHIEVEMENTS

### School results

58. School results can be judged by various measures: exam scores at the end of primary school, the repetition (pass/fail) rate; enrollment rates for girls and supervision of teachers.

59. *Exam scores at the end of primary school (ESCE)*: The table below shows the change in results since the job descriptions were introduced:

Pass rate of	1995/96	1996/97	1997/98	1998/99	1999/2000
ESCE (%)	30.12	42.26	44.02	47.76	48.85

60. The job descriptions set a goal of 50% pass rate to be gradually achieved by each school. Even if not all schools succeeded, primary education made remarkable progress during the four-year period (national average scores rose 18.73 points). The same indicator is reflected at regional and district levels. In 1999-2000 four regions (as opposed to none in 1996) had attained or surpassed their goals of 50%. These were Diourbel, Louga, Saint Louis, and Thies. Fifteen district circumscriptions (in contrast to two in 1996) also reached or surpassed the goal: Dakar city, Dakar outskirts, Guediawaye, Bambeye, Diourbel, Louga, Kebemer, Saint Louis 1, Dagana Podor, Matam, Tambacounda, Thies City, Tivaouane and Mbour. At the school level, some 44% achieved the 50% rate, compared with only 12% in 1996. Scores in the ten best schools in each region ranged between 85% and 100%.

61. *Repetition rate*: This table shows the change in repetition rates for the same period:

	1995/96	96/97	97/98	98/99	99/2000
% Repeat rate (all classes)	15.6	15.2	15	14.8	15.3
%Repeaters rate (except final year)	12.6	12.5	12.2	12.2	12.6

62. The job descriptions required the number of students repeating each year to drop to 10% between the first and fourth levels (CM1). This was to be accomplished using only pedagogical tools. One can see that the small degree of progress shown at the beginning was not maintained over time. A survey of teachers and principals suggests that existing strategies for remedial work with children having learning difficulties were not sufficient. In particular they cited the extra time required by teachers and principals alike to make significant changes.

63. *Enrollment rates for girls*: The job descriptions, without specifying a quantifiable goal, required teachers, principals, and inspectors to promote enrollment of girls. Basic Education Week provides an excellent opportunity for special appeals and campaigns. The table below presents the impressive results: 37.1 points gained between 1995/96 and 1999/2000. Other factors that contributed to this outstanding result are mentioned in a subsequent section.

Increased enrollment rates for girls (%)	1995/96	96/97	97/98	98/99	99/2000
	40.3	55.8	52.1	63.4	77.4

64. *Supervision and inspection of teachers:* the job description required that 25 teachers and five directors be inspected each year by each inspector. This goal allowed for advance planning based on numbers of teachers and inspectors. For a long time supervisors had complained of transportation difficulties, so each inspection unit was provided with cars. The following table shows the inspection results:

	95/96	96/97	97/98	98/99	99/2000
<b>Principals</b>	5	30	68	50	19
<b>Teachers</b>	780	1740	3601	1902	1416

65. During the first few years of the initiative, supervision of teachers was especially attentive. In only two years the number of teachers inspected quadrupled and the number of principals inspected was multiplied by 13. Performance during 1997-98 was very satisfactory with regard to teachers (the norm required the 111 inspectors to supervise 2875 teachers). Nonetheless, supervision of principals was the weak link in the chain and has remained unchanged over time (with an average of 575 principals to be inspected each year).

## School organization

66. With the new monitoring instruments and achievement-oriented approaches, school organization has been changing. Improvements have been made in teaching personnel, school projects, partnerships, and opening up the school to a broader environment.

67. *School projects:* Everyone in education agreed that schools needed to change. In most cases, change came about by designing well-structured projects on the basis of a global analysis of problems confronting school development and drawing up realistic action plans. The job descriptions require that each school work together with the community to establish its development goals. In most of the schools visited (28 out of 33) a project document had been drawn up in cooperation with the teaching staff. Occasionally, the document was prepared in collaboration with the community. However, a lack of resources and the ambitious nature of many goals often slowed their implementation.

68. *Pedagogical teams:* The idea of “pedagogical teams,” which had limited currency in Senegal’s schools, suddenly got a boost when the job descriptions introduced the notion of achievement-oriented results. It became clear that any one teacher or principal could not achieve results alone but required a coordinated effort by all. A sense of school spirit began to develop and, in many cases, a desire to share and work together to make improvements also emerged. Teacher groups (*cellules d’animation pédagogique*) and other professional exchange groups have become more active and involved with quality circles in certain districts and schools.

69. *Partnerships:* In keeping with the recommendations in the job descriptions, various partnership initiatives were undertaken to increase resources and apply them more efficiently to school development. A new sense of cooperation, consultation, and information sharing began to appear, which is still spreading throughout schools and districts. Thus, alongside non-governmental organizations, parent-teacher associations, sports and cultural organizations, schools are receiving support from local associations through their city halls and rural communities. Contracts that make each member of the partnership accountable to the others are allowing joint projects to be put in place. In March 1997, a federal association was inaugurated as a result of a concerted national

effort. Some 20 partners at the operations level continue to meet each month for stimulating exchanges about how best to support their schools.

70. *Opening the school to the community:* After Basic Education Week was established, the process of opening schools to the community accelerated rapidly. Open house activities, welcoming community members into management committees, and involving school alumni—these kinds of marketing initiatives created more dynamic exchanges between communities and schools. Thanks to the implementation of observable and measurable activities, described in user-friendly terms, and the involvement of local people in planning and implementation, communities discovered that school doors were finally open to them.

71. The call for active involvement of community partners helped raise their awareness of the contextual factors that influence student performance. It also allowed communities to participate more effectively in furnishing and maintaining their schools and improving working conditions. Groups supporting the advancement of women made an exceptional contribution to increasing enrollment of girls.

### **Professionalism of the actors**

72. Monitoring by using job descriptions helped strengthen the professionalism of teachers, principals, and inspectors. By encouraging debate on basic principles and ways of achieving the goals inherent in each job category, the initiative also created an innovative spirit in managing classes, schools, and school districts. These forward-looking attitudes, combined with the measures in place at all levels, reinforced the emerging sense of professionalism among teachers and other school personnel, which, if it is maintained, could radically change the face of primary school education in the near future.

73. In the hope of sustaining these changes teacher training colleges and the École Normale Supérieure, which trains inspectors, have integrated a module on job descriptions into their syllabi. Newly-appointed school principals benefit from short-term training opportunities, while those already in posts benefit from the on-site teacher groups. Both reinforce the vision and professionalism of actors in education. The stock-taking seminars offer inspectors a special opportunity for exchanging ideas and learning from each other.

74. By emphasizing reflection on practice, offering tools for action, developing a common language, and transforming experience into knowledge, the monitoring measures have led to the creation of regular cooperation and a new basis for professionalism.

### **Assuming responsibility**

75. Contrary to common practice in the past, when nobody assumed responsibility for their actions, monitoring by job descriptions creates a sense of individual accountability at the same time it rewards collective responsibility. In fact, the whole notion of responsibility has bounded ahead in primary education because of each organization's obligation to achieve results and report back, regardless of its place in the chain of command.

76. Just because each actor can refer to a model of behavior and is aware of the need to take stock and achieve results does not mean that new behaviors have become standardized. On the contrary, the actors have greater freedom to define the actions they feel are most appropriate and effective for achieving desired outcomes.

## **Producing tools and instruments**

77. The introduction of monitoring through job descriptions has encouraged development of many tools that are easy to pass along to larger groups. Annex 3 describes these tools and others discovered during school visits and inspections. The latter were developed to answer specific needs, usually after close examination of job requirements. For example, NGOs like the Paul Gerin Lajoie Foundation, Aid and Action, and Proares have drawn up action plans and monitoring guidelines. These documents have inspired teaching training institutions to draw up their own classroom and school observation tools to help improve teacher training.



## 7. CONSTRAINTS

78. Implementation of the monitoring measures meant overcoming a number of obstacles and constraints.

79. *Conservatism of the teaching corps and union resistance:* The education system is often viewed as a conservative and intractable bureaucracy. This makes innovation difficult, and the introduction of the monitoring measures was no exception. Despite a participatory approach to planning, organizing, and implementing, teachers' unions engaged in heated debate about the underlying values of the initiative (some leftist unions claimed it was inspired by liberalism and questioned its relevance to civil service). They questioned the outcomes sought (some claimed it was an underhanded way of removing non-achieving staff), the means of implementation (union objections were not responded to), and consequences for teachers (exploitation of workers and strengthening of hierarchical control). The unions were especially anxious about the fate of actors whose performance might be judged inadequate, although paradoxically they had always presented themselves as the defenders of quality education. In the beginning, several unions that had not read the background documents carefully orchestrated a denunciation campaign. Without seeking a confrontation, the Ministry took the time to explain the values and spirit of the reforms, while putting the accent on "standards of behavior" that would improve school management. This approach helped to quiet things down enough to be able to promote the reform on the basis of reciprocal engagement and a personal and voluntary commitment to change. Education authorities in the regions and districts took charge of building awareness and explaining the details of the reform at the grass roots level.

80. *Weakness of local level staff's negotiating skills:* Prudent use of local level staff (inspectors and principals) to ensure that the reform messages were communicated at ground level gave mixed results. Education is a field in which professionals have a great deal of autonomy and are not subject to strict control in their daily activities. Efforts to disseminate information about reform measures had mixed results. Some individuals used ideological arguments to justify their resistance to change (often the militant union members); others were simply not motivated to change, but most important, reform efforts were hampered by the weak negotiating skills of and lack of preparation by inspectors and principals.

81. In some places this weakness thwarted the active participation of communities and partners in the collective effort to improve school outcomes and develop successful projects.

82. *Lack of training for managing by outcomes:* The implementation of reforms relied more on making information available than on short-term training. Putting their faith in the belief that innovation would occur in a flexible and non-linear manner through will alone, reform organizers underestimated the complexity of the changes they were requesting. Without giving adequate attention to promoting the values, principles, methods, and processes that lay beneath expected outcomes, it was not always possible to ensure the desired changes.

83. *Lack of communication and awareness.* Even though a great effort was made, using flyers and circulars from the Director of Preschool and Primary education, to explain the duties of each actor, these offices paid insufficient attention to communication and awareness-building. Today most people acknowledge that change is not brought about simply by a decree from the top; yet the limitations of what high-level officials can do is not a justification for those in charge or their agents to sit back and wait for things to

happen once the path forward has been identified. The presence of mid-level staff could have been better used to inform and sensitize people during the first year of the reform. Also, training programs could have been planned with more attention to helping reticent or neutral actors understand the issues, to join up, and to act.

84. *Difficulties in promoting measures to motivate teachers:* Teachers, like school principals, play a central role in transforming and improving education. But one must also consider their working conditions, other pressures, and attitude when asking them to change. Asking them to abandon—or even modify—their daily routines and to give up tried and true practices meant asking them to contribute even more effort and attention than they had been. The incentives for these changes were inadequate and, indeed, elitist. Even if organizing a Basic Education Week can shake things up, it is not in itself capable of creating a critical mass of sustained will for change. Oddly enough, it was the publication of results in the press that whipped many actors into shape by hurting their pride. As a result they were moved to act so as to avoid being fingered by the national community as being among the poor performers.

85. *Inadequate logistical support:* Good organization is necessary to provide rigorous and methodical monitoring in all schools across the country. Most of all, one needs logistical tools for collecting information, correcting deviations from the plan, and responding quickly to calls for help. As it was, the resources available for organizing capacity-building seminars to implement the job descriptions, build awareness, and develop a culture of self-assessment in guiding quality learning were often pitiful in comparison to the announced intentions. How, for example, is it possible to meet the supervisory needs of teachers when there is only one inspector for 235 teachers? It takes a rich imagination to figure this out.

86. *Institutional instability and weak measures for maintaining reform:* The successive departures in 1998 of the Minister of Basic Education and the Director of Preschool and Primary Education, both of whom had been advocates for change, created a pause in the initiative. For one thing, the new authorities did not adopt the reform measures. For another, there had not been enough time to produce advocates who persevere and keep up the pressure. Results stagnated and even declined in some instances. Certainly the stock-taking seminars are still going on, and a Basic Education Week is organized each year with ever more pomp (it has a larger budget and more partners to support it). Nonetheless, the spirit of innovation is gradually running out of steam, having been reduced to the most banal of festive occasions. The stock-taking seminars, which were supposed to help maintain the reform, instead have become debates on topics that do not allow reflection on the implementation and improvement of the monitoring measures that might have helped the education system of Senegal to continue to improve.

## 8. LESSONS LEARNED AND KEYS TO SUCCESS

87. Senegal's experience with this initiative has much to teach us. The lessons developed here could be useful when transferring our experience to other environments.

88. *Political will:* The implementation of education reform requires an inspired monitoring strategy, effective measures to manage and operate the program, fluid maintenance mechanisms (for regulating and reactivating the system), plus measures for interacting and communicating with the communities, other systems, and relatively dynamic interest groups. All these elements must be organized around a core of strong political will. Those at the highest level play a symbolic role that marries the different stakeholders to the idea of change and creates the values and energy that keep the fire alive. Both the message from the President of the Republic and the personal follow-up by the Minister of Basic Education were determining factors in implementing the reform.

89. *Institutional stability:* Major changes take place over time and under stable conditions. This assertion is true everywhere and often explains the frequent inertia and returning to zero that has occurred in many African systems of education, where political and bureaucratic stability is not always the norm. However, unless there is a miraculous end to numerous staff rotations, authorities must decide how best to carry, on even after the departure of key people. Most planning assumes that political and strategic resources will be stable, and gives little attention to alternate ways of minimizing the dependence of reform measures on one person or a group of people.

90. *The importance of developing a network:* One response to the need for stability over time would be to broaden the base of the pyramid through decentralization and to provide extensive training of local-level actors. It is difficult to generalize or sustain innovation without having a well-organized network. The network can be envisioned as a tree with multiple branches. Horizontally the branches represent specializations, such as management and operations, engineering, training, monitoring and assessment; vertically, the trunk would be filled out with organizational forms that allow horizontal branching to extend from the bottom to top in an effective and coherent way.

91. *Minimum resources and economics:* Reform requires at least a minimum level of resources. Change has a cost, which must be assessed throughout the entire process, from conception, production, and distribution of tools, to training, awareness-raising, monitoring, and evaluation. If existing resources have been wisely allocated and used, then accommodating new needs should be no problem. If the will to change exists, initiative and creativity are the greatest forces for producing results; a lack of means should never become an alibi for not undertaking reform.

92. *Motivational measures:* The critical importance of motivating actors requires that all those engaged in the reform understand the opportunities for personal and professional development that it engenders. Although rarely highlighted, such incentives as professional mobility, career development, and eventual promotion should be used to motivate the actors.

93. *Negotiations to broaden the base of actors:* Reform must be negotiated at every stage. Points of resistance must be identified and compromises made that will ease the acceptance of reform by all actors. This preliminary effort plays an important role in getting reform going and establishing the responsibilities of the various actors. The stock-taking and exchange events often allow people to change their minds about something that was not acceptable at first.

94. *Media coverage*: The use of the media to communicate results is an effective way to engage actors and brings about individual and collective commitment. Clearly, the desire to maintain a good image is common to most people.

95. *Monitoring and assessment to point the way toward success*: For the reform to move ahead, the process must be structured and energized. This scripted activity must take place within a framework of well-defined indicators of progress, their means of verification, a timetable and specification of responsibilities, reports on progress, and means of using these reports to influence future actions. The exercise must happen at all levels. It should, for greater effect, have some oversight by an external body. This triangular process helps to ensure that objectives are grounded in the perceptions of a range of actors on results and the factors determining them.

96. The culture of evaluation and self-evaluation must be implanted everywhere if an education system is to respond effectively to a constantly changing environment that increasingly demands high-quality school outcomes and transparency in the process that leads to them.

97. *Other factors of success*: A number of other lessons can be drawn from the experience of the initiative:

- Building up a capacity for strategic planning that has adequate autonomy and solid management experience;
- Everyday actions that motivate and promote accountability, involvement, interaction, and action-based research;
- Formalized and identifiable measures for monitoring, sustaining, disseminating and assessing the state of the reform;
- A local environment endowed with opportunities to overcome constraints using internal resources and innovative initiatives for motivating all the actors.

## 9. CONCLUSIONS

98. Structural and organizational reforms will be neither effective nor efficient unless they are immersed in an atmosphere of individual and collective determination to succeed, which alone is capable of creating the synergy needed to promote the best education for all, that is, education that ensures progress, freedom, justice, and solidarity. The measures for monitoring schools through job descriptions should be seen in this light. They rely as a last resort on the shock value of “the image effect” ( ), that is, they seek to advertise, both internally and externally, innovations, achievements, positive developments and role models, which, when they change, lead the actors to change their behavior.

99. A positive image of schools can and should be cultivated, for this plays a decisive role in the institution’s future. If neglected, schools deteriorate and destabilize society. If cultivated, they help support development. For this reason everyone associated with the education community should try to restore the image of schools, which today is so tarnished. But to be effective all stakeholders must feel involved.

100. A sense of participation can only result from dialogue that is truly constructive and responsive. It must be informed by a clear and determined vision of a school system that demands quality and transparency and that channels its human resources (teachers and school principals) towards a school of achievement for all.

101. Contrary to those who would promote the use of complex tools for regulating situations that are complex, the initiative of monitoring basic education through job descriptions chose to enter into complexity with tools that are simple but that have become more refined as time goes by.

102. Having gathered all these elements together, we felt the experience of Senegal is exemplary and that it should be examined and shared with other specialists in education.

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## **Annex 1.**

### **Job descriptions for inspectors, teachers and school principals**

Described here in fairly detailed form are the job descriptions that were drawn up in collegial fashion for inspectors, school principals, and teachers. These documents were meant to be summaries, easily read, with their content organized around action verbs indicating the tasks to be performed by each of the three sets of actors. Also, because the professional duties of the actors overlap, the job descriptions are linked to each other both logically and functionally. One person's tasks feed naturally into the others' tasks, and with them the need to cultivate a spirit of cooperation, communication, and partnership.

#### **A1.1 Job description for inspectors in public education**

Managing and developing education within a new context of regionalization and decentralization requires that the traditional mission of the national inspection unit (IDEN) be strengthened with regard to supervision, training, organization, planning, coordination, motivation, and assessment. This is all directed towards attaining two main objectives:

- Increased access to school (thus contributing to the achievement of universal education)
- Improved quality and effectiveness of education.

##### **A1.1.1 Inspection and supervision**

As part of their inspection visits and supervisory role, each public education inspector is expected to:

- Conduct 30 inspections per year, of which 25 are visits to teachers and five are visits to principals
- Make use of the class visit reports drawn up by school principals
- Produce at the beginning of each school year a schedule of visits to teachers
- Produce an inspection and monitoring work plan for the year
- Produce a yearly training schedule for school principals and teachers.

##### **A1.1.2 Training, leading, and research**

In order to strengthen teaching effectiveness, improve school results, reduce dropout and repetition rates, and increase participation in training activities, public education inspectors must conduct:

- Two training seminars a year
- Two pedagogical meetings (discussion around a topic) a year
- Two study days (to develop or present research results) or one conference a year
- Three visits per quarter to cultural and pedagogical study groups
- A training activity for any teacher who scores less than 9/20
- One research activity every two years related to educational issues, with the purpose of producing something new or making adjustments to an existing program

- Three classes to prepare candidates taking professional exams.

#### A1.1.3 Organization

Inspectors are expected to carry out the following duties:

- Define priorities of the district inspectorate (IDEN) and assign tasks among members in accordance with the calendar due-dates
- Organize measures for monitoring all parties (school principles, IDEN, teachers) by planning school and class visits, meetings, assessment and administrative follow-up
- Organize tests and competitive examinations.

#### A1.1.4 Planning

The following tasks will be carried out:

- Draw up a five-year district development plan
- Make an annual plan of all activities in the coverage area (time and location)
- Count the number of pupils in school and estimate the numbers who should be enrolled (by town, rural area and neighborhood)
- Help increase school enrollment rates and draw up a five-year prospective table (showing number of classrooms to be constructed or renovated, numbers of teachers and inspectors necessary, furniture and equipment needed).

#### A1.1.5 Rational deployment of resources

Inspectors should watch out that human and other resources at their disposal are used in a rational way:

- Teaching personnel
- Credits for the IDEN (inspectorates), primary and elementary school.

#### A1.1.6 Monitoring

Inspectors are also responsible for seeing that:

- Registration and administrative document are kept up to date
- Preventive and required maintenance of buildings and furniture is done.

#### A1.1.7 Social mobilization and sources of funding

The following activities should be implemented in order to build a partnership and involve the local community:

- Draw up an annual communication plan
- Identify and organize available sources of funding among various social and development partners
- Encourage community participation in the educational effort
- Seek out supplementary financing to meet school needs
- Develop strategies to encourage school enrollment
- Strengthen advocacy for enrolling and keeping girls in school.



### A1.1.8 Coordination and Motivation

In creating synergy and convergence of actions, the inspection staff should:

- Coordinate all school benefits
- Organize meetings with school principals, local administrators, and social and development partners
- Promote pedagogical and structural innovation
- Draw up strategies for promoting all activities of benefit to the school
- promote and supervise school-related activities.

### A1.1.9 Evaluation

Inspectors are responsible for evaluating the smooth functioning and implementation of all internal activities:

- School operations (rate of implementation of training and supervision, social mobilization)
- Performance by inspectors, principals, teachers, and partners
- Effectiveness of implementation of school projects
- Outcomes of district development plans for education
- Student performance, as measured by improved pass rate of primary school certificate exams and repeat rate reduced (down to 10%).

## A1.2 Job description for school principals

The principal is the most important link in revitalizing schools: therefore the principal should

### A1.2.1 Watch that...

- School facilities are functional and welcoming
- Quality goals have been defined
- Administrative documents (attendance record, inventories, class visits, medical visits, teacher counseling records) are kept up to date
- Material and human resources are used efficiently and effectively
- Statistics for the previous five years on gender, promotion, repetition, drop-out, exams, and enrollment are available and usable
- Archives are safe and secure
- Teachers, students, and the community remain fully committed
- Teacher solidarity is reinforced
- Order and discipline are maintained
- Class schedules are maintained
- Punctuality is observed by students and teachers alike
- Information circulates

- School reports are submitted to superiors
- Working conditions are improved
- School premises are furnished and secure
- School-related activities are well organized.

#### A1.2.2 Establish...

- An active pedagogical team
- An Teachers Group for teaching and cultural events
- A management committee that gets the community involved
- Measures for preventive maintenance of facilities, furniture and equipment.

#### A1.2.3 Organize...

- Every two weeks a teaching and cultural event
- Twice a term a meeting with the community to discuss school problems and student performance
- Frequent exchanges among teachers at the same and different levels
- Ways of promoting the school and opening it up to the outside
- Training, supervision, and follow-up activities to support education and learning
- Monthly meetings of the pedagogical team to review student performance and strategies for improving it.

#### A1.2.4 Implement...

- Progressively with the pedagogical team those conditions that will help achieve a 50% pass rate on primary certificate exams
- Measures to reduce the failure rate to 10% at most
- Ten hours of supervision per week for teachers; visiting at least two teachers per week
- A space reserved for discussion about teaching and learning methods.

#### A1.2.5 Post...

- Class schedules
- The staff list
- Lists of students and school equipment
- The Principal's schedule
- The Principal's job description.

#### A1.2.6 Participate in...

- Training sessions for school principals
- Making the whole school cooperative function smoothly.

#### A1.2.7 Contribute to...

- Social mobilization and organization of Basic Education Week
- Strengthening advocacy of enrolling and maintaining girls in school
- Developing, implementing, and evaluating the school plan
- Helping local people obtain family identify papers by registering new births in time.

#### A1.2.8 Monitor and sign...

- Class preparation notebooks at least one day in advance
- Class rotation schedules at least once a week
- Monthly records
- Lesson plans for each class each week
- Writing composition notebooks.

#### A1.2.9 Propose...

- A system of staff merits and demerits.

### A1.3 Job description for teachers

It is the teacher's role to provide instruction and knowledge. The teacher's mission is to train tomorrow's citizens and, in particular, to supervise learning activities and initiate the student in cultural and civic values. Even though he or she cannot control all resources, the teacher is expected to help students have:

- Their own reading book
- An arithmetic book shared with one other pupil
- Four notebooks at least (homework, lessons, composition, writing)
- A slate
- Suitable individual material.

In addition, in order to achieve what the school has every right to expect, the teacher has a duty

#### A1.3.1 To participate in

- Teaching and cultural sessions
- Teacher training sessions
- School related activities
- Developing and operating school cooperatives.

#### A1.3.2 To see that students

- are involved in school-related activities
- respect school rules

- participate in the beautification and functioning of the school.

#### A1.3.3 To do the following

- Ask students to do at least three written exercises a day in French, mathematics, and an elective subject
- Require a revision of work in each discipline at least once every two weeks
- Have pupils write an essay at least every two months
- Have weaker students do supplementary exercises
- Assign homework
- Correct and return homework on a regular basis
- Prepare written class outlines and submit them at least a day in advance.

#### A1.3.4 To keep up to date

- A class assignment notebook
- A class record
- A counseling notebook
- A visitor's notebook
- A teaching notebook
- A roll-call record
- An evaluation notebook
- A research notebook (for recording pedagogical experiments and new teaching tools).

#### A1.3.5 To Post

- Class schedules
- Activities schedules
- A list of students and statistics (broken down by age, gender, years of schooling)
- The monthly attendance record
- An organization and maintenance roster and list of tasks assigned to students
- A list of songs and recitations
- Class records detailing numbers of students, furniture, teaching materials
- School rules and regulations
- The teacher's job description.

**A1.3.6 To contribute to**

- Reducing the failure rate to a minimum of 10%
- Improving the school ambiance
- Order and discipline at school
- Making school healthier and more hygienic
- Improving performance by students and teachers
- Reducing absenteeism and tardiness
- Respecting student work time
- Promoting relations with the local community
- Increasing access to school for girls.

## **Annex 2.**

### **Basic Education Week**

The philosophy, goals and organization of Basic Education Week are described here.

#### **A2.1 Objectives of the week**

- Create a sense of identity in each school
- Consolidate relations between the school and the community
- Acknowledge those who have distinguished themselves by their work and achievements
- Promote grass-roots annual school development programs
- Open schools to the broader community by organizing cultural, sports, and academic events
- Mobilize resources to improve the school environment and student performance through construction projects, painting, renovating desks and classrooms, installing libraries
- Strengthen demand for education in order to increase enrollment.

#### **A2.2 How it is organized**

- The focus is on decentralization and accountability
- Each school organizes its own events
- District and regional structures are expected to lend support and follow local activities
- Each year one region is selected as a national showcase: it receives a lot of media support
- The various partners (NGOs, unions, PTA, cultural and athletic associations, women's groups) are closely involved in all phases of organizing Basic Education Week.

#### **A2.3 Activities**

Each school sets up a committee to decide on activities. The activities listed below appeared in a number of different school reports:

- A discussion forum on a school-related topic
- Exhibition of student work and school achievements
- Open house
- Competitions and sporting events
- Sharing the school development plan.

## A2.4 Participation

The list of participants in Basic Education Week includes:

- The pedagogical team
- Students
- Sports clubs and cultural associations
- Unions
- PTAs
- Women's groups
- NGOs
- Municipal and local groups
- alumni associations.

Participation takes many forms: physical, intellectual, material, and financial. Resources are managed in collegial fashion and in most cases are turned over to a management committee.

## A2.5 Resources

Identification of needs depends on the organization and activities of each school. Raising funds is usually one of the first tasks of the management committee, which is set up three months before the event. It is the committee's responsibility to explore potential sources of support from outside. Low-cost events and activities are generally favored.

## A2.6 A representative planning calendar

Setting up of the activities planning committee	15 February
Preparations	15 February – 15 May
School week	21 – 27 May
Evaluation	01 – 10 June
Report on activities	10 – 20 June

## A2.7 Partnerships

Partnership is a pillar of Basic Education Week. All partners can contribute to innovation and become involved in activities, especially awareness raising, technical, logistical, material, or financial support.

## A2.8 Communication and advocacy

Each region, each district, and each school should draw up a communication plan. It should identify the goals, strategies, information channels and persons in charge of delivering the information. Regional radio networks and local media are expected to pitch in.

## **A2.9 Follow-up and supervision**

The district inspectorates are the lynchpin of Basic Education Week in terms of motivating people, guiding activities, monitoring, and supervising. They are expected to help schools implement their programs.

A table of statistics is installed in each establishment so that the impact of the Week can be measured from year to year.

At the regional level, it is the academic inspectors who are responsible for coordinating and monitoring the school week activities.



## **Annex 3.**

### **Monitoring Tools**

Here is a list of the various monitoring tools created:

- A flyer on the teacher's job description
- A flyer on the principal's job description
- A flyer on the inspector's job description
- A flyer on how to open schools
- A flyer on how to close schools
- A checklist for the teacher's job description
- A checklist for the principal's job description
- A checklist for the inspector's job description
- A flyer on how to organize Basic Education Week
- A flyer on The School and its Partners: Elements for Discussion
- A flyer on Social Mobilization for good citizenship in aid of education
- A guide for drawing up a school plan
- A new inspection slip for teachers and school principals.

Other monitoring tools were discovered during inspections and school visits:

- A model letter for awarding merits and demerits
- A grid showing operational status of job descriptions
- A slip for class visits
- A slip for visits by the principal
- A grid showing overall performance by teachers and principals.

## **Annex 4.**

### **Organizations and people met**

#### **Academy inspectors**

- Diourbel

#### **District inspectors**

- Kébémér
- Thiès district
- Greater Dakar
- Guédiawaye

#### **School principals**

- École de Lalane
- Liberté VI A
- Cheikh I. Faye
- Parcelles assainies 9

#### **Teachers**

- 6 female teachers (Thies, Kaolack, Louga)
- 6 male teachers (Dakar, Saint Louis, Kolda)

#### **Parent-Teacher Associations**

- Liberté VI A
- Lalane
- Cheikh I. Faye

#### **NGOs**

- Paul Gérin Lajoie
- Aide et Action
- Proares