



USAID | **SENEGAL**
DU PEUPLE AMERICAIN

SUSTAINABILITY AND SCALE-UP PLAN FINAL VERSION

LECTURE POUR TOUS

Original Submission:	February 2, 2021
Revised Submission:	May 14, 2021
Contract Number:	AID-OAA-I-14-00055/AID-685-TO-16-00003
Activity Start and End Date:	October 26, 2016 to July 10, 2021
Total Award Amount:	\$71,097,573.00
Contracting Officer's Representative:	Badara Sarr
Submitted By:	Chemonics International Sacré Coeur Pyrotechnie Lot No. 73, Cité Keur Gorgui Tel: 221 33 821 20 32 Email: LecturePourTousPMU@chemonics.com

ACRONYMS

CAP	<i>Cellule d'Apprentissage Pédagogique</i>
CEB	<i>Curriculum d'éducation de base</i>
CEI	<i>Cours Élémentaire I</i>
CGE	<i>Comité de Gestion d'Ecole</i>
CI	<i>Cours Initial</i>
CP	<i>Cours Préparatoire</i>
CPD	<i>Continuous Professional Development</i>
CRFPE	<i>Centre Régionaux de Formation des Personnels de l'Education</i>
DEE	<i>Direction d'Education Elémentaire</i>
DEMS	<i>Publishing and School Textbooks Division</i>
DFC	<i>Direction de la Formation de la Communication</i>
DPRE	<i>Direction de la Planification et de la Réforme de l'Education</i>
DRH	<i>Direction des Ressources Humaines</i>
DRTS	<i>Division de la Radio-Télévision Scolaire</i>
EBJA	<i>Education de Base des Jeunes et des Adultes</i>
EGR	<i>Early Grade Reading</i>
EGRA	<i>Early Grade Reading Assessment</i>
FASTEF	<i>Faculté des Sciences et Technologies de l'Education et de la Formation</i>
G2G	<i>Government to Government</i>
IA	<i>Inspection d'Académie</i>
IEF	<i>Inspection de l'Education et de la Formation</i>
ICT	<i>Information and Communication Technology</i>
INEADE	<i>Institut National d'Etude et d'Action pour le Développement de l'Education</i>
KAP	<i>Knowledge, Attitudes and Practices</i>
LPGS-EF	<i>Lettre de Politique Générale pour le Secteur de l'Education et de la Formation</i>
MEN	<i>Ministère de l'Education nationale</i>
MIRADOR	<i>Management Intégré des Ressources Axe sur une Dotation Rationnelle</i>
MOHEBS	<i>Modèle harmonisé d'éducation bilingue au Sénégal</i>
PREMAS	<i>Projet Pour la Préservation des Manuels Scolaires</i>
PAP	<i>Priority Actions Plan</i>
PAQUET-EF	<i>Programme d'Amélioration de la Qualité, de l'Equité et de la Transparence du secteur de l'Education et la Formation</i>
PASEC	<i>Programme d'analyse des systems éducatifs de la confemen</i>
PNLS	<i>Programme National de Lecture Scolaire</i>
PSE	<i>Plan Sénégal Emergent</i>
SBCC	<i>Social and Behavior Change Communication</i>
SIMEN	<i>Système d'Information du Ministère de l'Education nationale</i>
SNERS	<i>Système National d'Evaluation des Rendements Scolaires</i>
SSP	<i>Sustainability and Scale-up Plan</i>
USAID	<i>United States Agency for International Development</i>

TABLE OF CONTENTS

- INTRODUCTION..... 4
- 1. REFERENCE FRAMEWORK..... 4
- 2. OBJECTIVES OF THE SUSTAINABILITY AND SCALE-UP PLAN 6
- 3. METHODOLOGY 7
- 4. KEY ACHEIVEMENTS, STRENGTHS AND OPPORTUNITIES IN RELATION TO SUSTAINABILITY 8
 - A. ACHIEVEMENTS, ASSETS AND OPPORTUNITIES AT THE POLICY, TECHNICAL, AND FINANCIAL LEVELS 9
 - B. ACHIEVEMENTS AT THE CENTRAL AND DECENTRALIZED LEVELS 12
- 5. SUSTAINABILITY IN THE G2G PROGRAM 15
- 6. KEY REMAINING CHALLENGES AND RISKS 17
- 7. SUSTAINABILITY STRATEGY..... 20
- 8. SCALING UP 23
- 9. CONSIDERATIONS FOR FUTURE SUPPORT 26
- ANNEX: PRIORITY ACTIONS PLAN

INTRODUCTION

This final version of the Sustainability and Scale-Up Plan (SSP) for the Lecture Pour Tous program aims to promote the durability and sustainability of the program's results and positive impact when this package of United States Agency for International Development (USAID)-funded financial and technical assistance to Senegal's early grade reading reforms is terminated. As a key part of this sustainability and scaling effort, the plan seeks to bolster the anchoring of the evidence-based methodologies that Lecture Pour Tous has introduced into the policies and practices of the education system.

In particular, this final SSP aims to:

1. Identify areas or activities where Lecture Pour Tous can still support the *Ministère de l'Éducation nationale* (MEN) during the final months of the technical and financial assistance provided by USAID so that the Ministry can continue to autonomously implement and institutionalize key elements of reform in the teaching of early grade reading (EGR) in national languages and also prepare to scale those reforms up at the national level.
2. Ensure that all stakeholders understand, adhere to, and accept their roles and responsibilities in sustaining the program results at this stage of the collaboration around Lecture Pour Tous.

With a view to ensuring the sustainability and scale-up of the EGR reforms initiated by Lecture Pour Tous, the USAID contract mandates that a plan be developed one year after signing the contract for the activity that supports this program, as was completed in October 2017. Per the contract, Lecture Pour Tous then updated this plan three years after program inception and is now required to finalize it at the end of the fourth year. This document constitutes the final version of this plan.

This third and final version of the SSP describes (i) the context and conceptual framework of the Lecture Pour Tous program; (ii) the main achievements in terms of sustainability since program inception, (iii) the main assets and opportunities in terms of sustainability that are currently secured; (iii) the remaining challenges and risks that need to be addressed; and (iv) the legacy that Lecture Pour Tous wants to leave in the education system with respect to these key elements so that the MEN can ensure the sustainability of the results and their eventual scale-up to all regions of the country.

I. REFERENCE FRAMEWORK

A. Background

In the current political context, Senegal is committed to developing literacy and increasing the use of national languages in the education system. The *Lettre de Politique Générale pour le Secteur de l'Éducation et de la Formation (LPGS-EF) (2018- 2030)* sets as a strategic axis the development of bilingual strategies centered on the use of national languages as languages of instruction and as a resource that can support other forms of learning, including French language. Within this framework, the Government of Senegal is implementing its ten-year education sector development program called *Programme d' Amélioration de la Qualité, de l'Équité et de la Transparence du secteur de l'Éducation et la Formation (PAQUET-EF 2018-2030)* which emphasizes the need to use national languages to improve learning.

The PAQUET follows the country's strategic priorities in education and training, which includes: (i) improving the learning environment and schooling opportunities, especially for marginalized groups and

out-of-school children and youth; (ii) improving the quality of teaching and learning by reforming teacher training and strengthening primary and secondary school curricula; and (iii) developing the quality assurance system and continuous monitoring and evaluation of learning inputs, processes, performance and impacts at all levels.

The current PAQUET-EF (2018-2030) is a second version of the initial PAQUET (2013-2025) that has been subject to an updating process that aimed to align it with the commitments made by the Government of Senegal at the national and international level, particularly those made in its sustainable development plan called *Plan Sénégal Emergent (PSE)*. This updated version, in addition to focusing on improving school performance in reading and mathematics, gives a greater role to national languages as a language of instruction. It also takes into account the main reforms in the management of the education sector and the national decentralization policy. The government has made considerable efforts to decentralize school management. The PAQUET was developed to move the education sector from an input-based system (books, classrooms, desks, blackboards) to a management system that focuses on results in terms of learning, school performance and equal access for poor children.

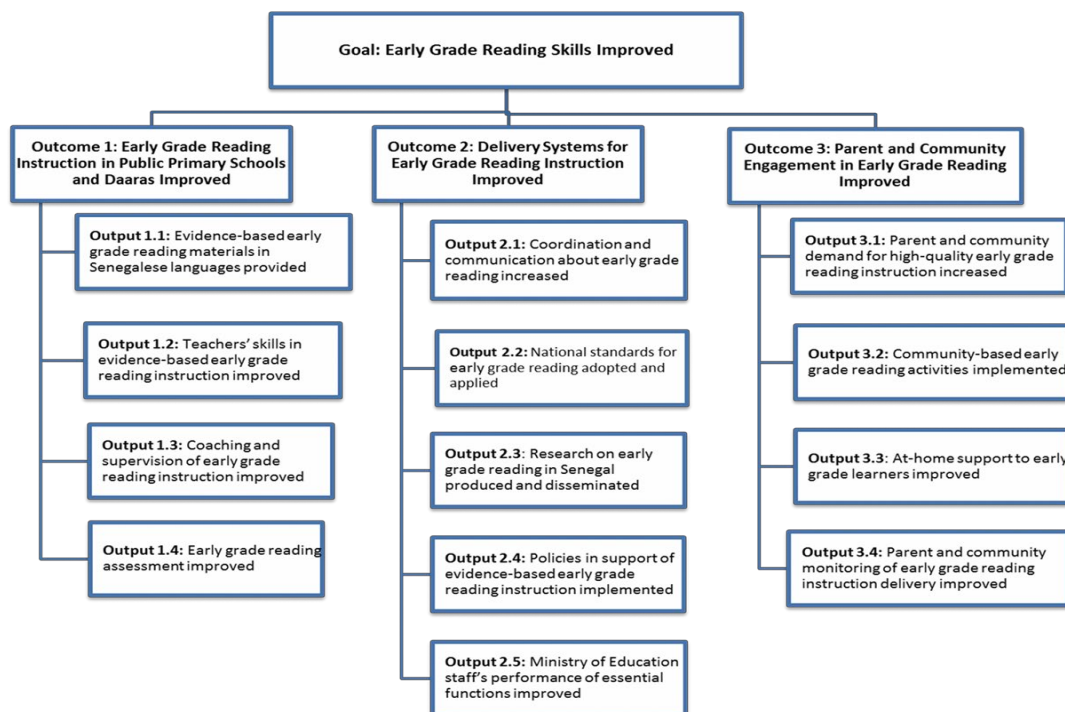
Although Senegal surpassed most of the countries participating in the *Programme d'analyse des systèmes éducatifs de la confemem (PASEC) 2014* assessment (Benin, Burkina Faso, Burundi, Cameroon, Chad, Congo, Côte d'Ivoire, Niger, Senegal, and Togo), its achievements - which are based on the measurement of basic skills in the language of instruction and mathematics at the beginning and at the end of primary schooling - reveal that most children do not finish primary school with sufficient math and reading skills. In fact, only 32% reach the minimum acceptable levels in these areas. Moreover, Senegal has the largest performance gaps.

Building on the numerous experiences and projects in bilingual education or language use with differentiated approaches, the Ministry began in 2016 to work on a document proposing a harmonized model for bilingual education (the *Modèle harmonisé d'éducation bilingue au Sénégal, MOHEBS*). This model will prescribe the use of national languages as a medium of instruction in the early grades of primary education and thus, make the teaching of EGR in national languages a key component of a new curriculum. The MOHEBS framework document is currently in the final approval process.

B. Conceptual Framework for Lecture Pour Tous

Within the framework of the PAQUET program, the MEN is committed to strengthening the teaching and learning systems for basic school subjects, such as reading and mathematics, in order to improve the academic performance of elementary school students. To contribute to the achievement of these national goals, the MEN launched the Lecture Pour Tous initiative, with the support of USAID, to significantly increase EGR performance. The program began in October 2016 and will run until July 2021. It specifically aims to significantly improve the reading performance of students in Grade 1 (*Cours Initial, CI*), Grade 2 (*Cours Préparatoire, CP*) and Grade 3 (*Cours Élémentaire 1, CE1*) through an effective and sustainable approach. The program is operating on a large scale – in all public elementary schools in seven of Senegal's fourteen regions. This technical assistance program has three outcomes that together make up the primary objective: 1. improved EGR instruction in public elementary schools and daaras; 2. improved delivery systems for EGR instruction; and 3. improved parental and community engagement in EGR.

Graphic I: Logical Framework



The program's approach is based on international evidence gathered over the past decades and structured around critical areas of intervention that need to be addressed by any reform of EGR instruction. These areas of intervention are the "5T's": **T**ime for teaching and practicing reading; **T**ongue as in teaching children to read in a language they speak and understand; **T**ext as in providing evidence-based teaching and learning “texts” or materials; **T**eacher as in ensuring that teachers are well trained, coached, and supervised; and **T**est which refers to the regular assessments of reading skills that are conducted and used to improve the teaching of reading. In addition to these "5Ts," **parental** and **community** (“P & C”) engagement is another critical factor contributing to achieving the program's main goal.

The success of Lecture Pour Tous continues to depend equally on its ability to navigate the complex socio-economic, cultural, and political dynamics that shape educational policies and practices. This complex environment requires a change process for which there are no easy or pre-determined solutions. Lecture Pour Tous aims to support the MEN in the uptake and use of the evidence-based approaches, but also in the implementation of action research and policy dialogue activities that will identify solutions that are adapted to the Senegalese context.

2. OBJECTIVES OF THE SUSTAINABILITY AND SCALE-UP PLAN

Sustainability is a key goal in any USAID-funded international development program. It is also an indicator of program success because it shows that a national partner, whether a government department, agency, or civil society organization, has taken full ownership of the program. For the purposes of this plan, scale-up means increasing the programmatic or geographic reach of a program or initiative.

For Lecture Pour Tous, we have sought to develop exit strategies over the course of the program and in close collaboration with MEN counterparts so that the government can integrate key elements into their policies, day-to-day work, and financial resources. For this reason, this plan is based on three pillars:

- 1) All stakeholders are involved in the development of the plan;
- 2) All stakeholders implement the plan;
- 3) All stakeholders monitor progress.

In the case of Senegal's new large-scale early elementary reading initiative, sustainability means that once this package of USAID-funded technical and financial assistance ends in July 2021, the Government of Senegal will be able to independently maintain key aspects of the program.

Sustainability and scale-up in this context means that the Government of Senegal through the MEN, and with the support of the Ministry of Finance and Budget, is acting both at the central and decentralized levels to:

- Anchor and internalize the following key elements of the Lecture Pour Tous approach into the Senegalese education system:
 - The recommended, evidence-based methodology for the teaching of reading that includes the use of national languages and an explicit, systematic and structured phonics approach;
 - The provision of teaching and learning materials that are based on this approach and are in sufficient quantity for effective use by every teacher, student, coach and supervisor;
 - A minimum of one hour each day in the classroom for the teaching and practice of reading;
 - Teacher training and continuous professional development, including regular coaching;
 - Adoption of student performance standards for reading and teacher standards for the teaching of reading;
 - Regular assessment practices to test student progress, monitor teacher progress, and act on this data; and
 - Parental and community engagement.
- Continue the current geographic scale by maintaining, or eventually increasing, the number of beneficiaries covered by Lecture Pour Tous in the current regions (all children in CI, CP, and CEI grades in the seven regions), while maintaining the same level of service quality that was achieved at the end of the Lecture Pour Tous program.
- Broaden the geographical and linguistic scope of the reforms at the national level, for full sustainability as a "national" program, so that all regions and their public elementary schools benefit from the reading program in, at least, the six majority national languages of Senegal.

Successful implementation of this plan will require time, sustained technical assistance interventions, and ongoing collaboration and dialogue to ensure that the MEN can fully own, scale up, and sustain the key elements of the Lecture Pour Tous program over the long term.

3. METHODOLOGY

This final SSP for Lecture Pour Tous is mainly based on information and analyses drawn from consultations with stakeholders at the central and decentralized levels between November and December 2020, analysis of quarterly activity reports, and assessments of the implementation of the prior version of the SSP and in particular its Priority Actions Plan (PAP – see annex). The PAP details the expected results, activities,

deliverables, and sources of verification for LPT support in key priority areas that are particularly critical for the MEN to reach autonomy in the implementation of the reading reforms. Based on these consultations and document analyses, Lecture Pour Tous reviewed the results to date and identified the further actions that are proposed in this document.

Starting in 2019, Lecture Pour Tous helped establish a task force comprised of technical experts/representatives of key central-level directorates/divisions of the MEN (including the *Direction d'Éducation Élémentaire* [DEE], *Direction de la Formation de la Communication* [DFC], *Direction de la Planification et de la Réforme de l'Éducation* [DPRE], *Division de la Radio-Télévision scolaire* [DRTS], *Institut National d'Étude et d'Action pour le Développement de l'Éducation* [INEADE], and *Système d'Information du Ministère de l'Éducation nationale* [SIMEN]) together with Lecture Pour Tous staff to create synergy around sustainability efforts, which enabled each unit an active role in determining the SSP key focus areas and in the implementation and monitoring of the activities identified in the Plan and its accompanying PAP.

The process of conducting a final update of the plan began with a webinar gathering the members of the task force and aiming to assess the implementation of the sustainability strategies and the objectives of the PAP. Following this meeting, an interview guide was developed, and interviews were conducted with 10 MEN staff. These were five representatives of divisions/directorates at the central level of the MEN (DPRE, SIMEN, DEE, DRTS, DRH) and five representatives of the MEN at the decentralized level (the IA of Diourbel and Saint Louis, the IEFs of Koungheul [Kaffrine region] and Peté [Saint Louis region] as well as the CRFPE of Fatick).

After this information was captured in the first draft of the final version of SSP, the members of the task force were again invited to give their contributions as technicians from the different bodies involved in the implementation of Lecture Pour Tous. The current document is thus the result of deep discussions with MEN counterparts and its elaboration followed a participatory and iterative process.

4. KEY ACHIEVEMENTS, STRENGTHS AND OPPORTUNITIES IN RELATION TO SUSTAINABILITY

The Lecture Pour Tous strategy has sought from the outset to promote the sustainability of the reform efforts it supports. Since the second version of this document, finalized in January 2020, measurable progress has been made in terms of sustainability. It should also be noted that since the launch of Lecture Pour Tous and its first SSP, the program scale has expanded from four to six regions and from CI to CP classes and finally to CEI classes as of the 2019-2020 school year. In addition, the USAID-funded Government to Government (G2G) activity launched in September 2018 allowed the Ministry to implement the program (with minimal technical support from Lecture Pour Tous) in the region of Saint Louis.

As a first step in finalizing this Plan to finish the work of bolstering this sustainability and helping the MEN to prepare for greater autonomy and eventual scale-up these reforms, the task force first conducted a tally of the achievements to date together with additional existing strengths and potential opportunities on the horizon to support sustainability. The team's further review of progress per the PAP allows for evaluating system strengthening in relation to different entities within the MEN. This section outlines the primary examples of the many tangible achievements, strengths and opportunities that either indicate or support sustainability. We begin with an overview of these in relation to policy, technical and financial aspects of the reforms. We then turn to a brief overview of the PAP and a tally of the achievements and assets that now exist per the PAP at the level of each of the key MEN units responsible for major aspects of the reading reforms.

A. Achievements, assets and opportunities at the policy, technical, and financial levels

Based on the interviews and focus groups conducted with various stakeholders, we can group current assets and opportunities into three categories: Political/Policy, Technical, and Financial.

Political/Policy

1. The MEN is in the process of designing, with the support of Lecture Pour Tous, the National Scholastic Reading Program (*Programme national de lecture scolaire*, PNLS), a unifying document that will guide the continuation of the MEN's EGR reforms and educational system stakeholders involved in the promotion of reading. This program will also be the main guarantor of the sustainability of the initiatives and approaches put in place with the support of the Lecture Pour Tous program.
2. The Government of Senegal has demonstrated interest in, and commitment to, using national languages in the education system and this approach is largely supported by the Senegalese society. The experiences of bilingual education in the Senegalese education system are captured in the MOHEBS document. In addition to the policy paper that states the government's intent to introduce bilingual education, a framework for the operationalization of bilingual education has been developed. Both documents will be submitted shortly for institutional validation. Political and social validation will follow.
3. The recent update of MIRADOR allows the MEN to take into account the teachers' mastery of national languages when placing teachers in schools, to ensure that teachers assigned to a school are proficient in the national language chosen by the school as the language of instruction. This update was preceded by another update of the movement's guide, which will give more information to education staff on the use of MIRADOR for their mobility.
4. With the support of Lecture Pour Tous, other policy or strategic orientation documents have been developed to support the reform of the teaching of reading in national languages: new timetables officially validated and instituted by the MEN that set aside a minimum of one hour per day for teaching and learning to read; and a process for choosing the national language of instruction to be used in a given school, based on the language used predominantly by the students between them, approved by a community decision. As part of operationalizing the MOHEBS and PNLS, the MEN intends to update the national *Curriculum d'éducation de base* (CEB), which will further institutionalize related curricular-level reforms, including the daily time allocations for reading in both national languages and French and likely allowing for additional time for reading in national languages in CI before written French is introduced. Additional ministerial directives are expected as part of the overall bilingual reforms that will fully institutionalize the process for determining the national language of instruction at each school.
5. Lecture Pour Tous has been able to work closely with INEADE to strengthen the national assessment framework, particularly for the assessment of national languages and French reading achievement. Senegal now has performance thresholds in EGR for Wolof, Pulaar, and Seereer, with four levels of performance (beginner, intermediate, advanced, and proficient) for the first three grades of primary school (CI, CP, and CEI). INEADE has also developed specific performance descriptors for CI, CP, and CEI in national languages for the important components of reading, and for each of the four performance categories (beginner, intermediate, advanced, and proficient). These descriptors set, for each reading assessment tool, the cut-off scores corresponding to each performance category. Finally,

INEADE has developed technical parameters for the reading texts to be used in the assessments, according to the reading level of the students. This will now make it possible to assess reading skills during the SNERS and standardized quarterly assessments, to better monitor the quality of learning and to provide relevant corrective measures.

6. The coordination committee, a central-level steering mechanism set up for Lecture Pour Tous and comprising directors and heads of services, program stakeholders, and technical and financial partners, has proven its worth and has given the MEN the opportunity to optimize its actions in the field of reading in national languages. This committee will continue to function as a framework for sharing key aspects of sustainability and monitoring their uptake. The committee also serves as a model for the MEN when they establish the coordination mechanisms they anticipate to operationalize the PNLS and the MOHEBS.

Technical

1. After four years of program implementation, we note a broad approval, systematization, and institutionalization of the Lecture Pour Tous model and innovations by the MEN. The specific approach adopted for the teaching of reading, the teaching materials, the teacher training system, the coaching, the use of information and communication technology (ICT) solutions to further support teachers, and the support proposed to formalize the framework for assessing reading achievement have been very favorably acknowledged. The transfer of program implementation responsibility to the various actors in the education system has become a reality in many areas (see below for achievements by MEN unit, which covers areas related to teaching and learning materials; pre-service and in-service teacher training; formative and summative assessment design and administration; a holistic, community-centered approach to language mapping for school communities; teacher placement policies; and social and behavior change communication (SBCC) strategies that target Ministry staff, community members, and the general public).
2. The strong commitment of MEN and key stakeholders, as well as qualified staff with many years of experience in implementation. Mid-term studies on the knowledge, attitudes, and practices of MEN staff, teachers, and parents/community members in relation to the teaching of reading in national languages showed encouraging results in terms of the comprehension of the reading reforms by the various audiences.
3. The Ministry has benefited considerably from the four years of experience accumulated during the implementation of the Lecture Pour Tous program as well as the G2G intervention in Saint Louis (as discussed further in Section 5 below).
4. Important work is currently being done under the leadership of the DPRE, in collaboration with the program's monitoring & evaluation team, to take into account, the Lecture Pour Tous indicators in the performance measurement framework of the PAQUET-EF program. This will be an effective way to build upon on the results achieved with the support of Lecture Pour Tous. The DPRE has taken the initiative to collect Lecture Pour Tous data on teacher training and to include them in the MEN's statistical publications.
5. Significant progress has been made to ensure that future teachers integrate essential building blocks for teaching EGR in national languages and using evidence-based methods. Seven *Centres Régional de Formation de Personnels de l'Éducation* (CRFPEs) have piloted the reference document for training in the

teaching of reading in national languages. The implementation of this reference document was enriched by a distance learning approach.

6. The MEN has a national technical team specialized in continuing education and coaching for the teaching of reading in national languages. This team has provided training for the regional technical teams in the seven regions of Lecture Pour Tous – in itself another asset – and will easily be able to continue scaling up to the other regions.
7. Best practices in EGR instruction that have proven successful in the classrooms supported by Lecture Pour Tous can guide the updating of the CEB to integrate explicit and systematic teaching of reading. The results of the study on the students' command of oral French vocabulary at school entry and in the early grades will help guide the adjustments to be made in the CEB for the teaching of oral French as well as for the transfer of reading skills from mother tongue or first language (L1) to L2 (second language, language of instruction).
8. Lecture Pour Tous has introduced several innovations using simple ICT tools to support teachers' professional practices. SIMEN, the technical arm of the MEN responsible for implementing the Ministry's ICT vision, now demonstrates the technical capacity to sustain several digital initiatives (including the website enhanced by the program, push SMS messaging for teachers and coaches, and the Tangerine platform for mobile data collection during assessments) beyond the program. To clarify and formalize the commitment of the SIMEN to take on aspects of the ICT strategy, SIMEN and Lecture Pour Tous held a joint planning meeting in the presence of a DEE representative to develop a plan for the transfer of ICT resources. The VPN network, audiovisual resources, website, and tablets will be transferred to SIMEN according to the transfer plan currently under development. When implementing this plan, SIMEN will ensure the continuity of technical support to the DEE, which will be in charge of developing educational content. In addition, Lecture Pour Tous will train SIMEN technicians in SurveyCTO for potential continued use for data collection purposes. All of this is outlined in the drafted ICT handover plan that will continue to be honed by the SIMEN, DEE, and Lecture Pour Tous, focused on the most essential and low- or no-cost elements.

Financial

At the beginning of the fifth and final year of implementation of Lecture Pour Tous, there are several areas where the MEN has committed its own financial and human resources to carry out EGR activities. These areas include:

1. Determining the national language of instruction for new schools joining the national language education system. The respective *Inspections de l'Éducation et de la Formation* (IEFs) are now conducting the surveys in full autonomy, using their human and financial resources.
2. The continuous training of teachers through teacher learning circles (or *Cellule d'Apprentissage Pédagogique*, CAPs). A multimodal system for the continuous professional development (CPD) of teachers has been designed to allow the gradual transition from large-scale face-to-face training for all teachers, school directors and inspectors each year, to other alternative means of training and CPD that are more targeted, bearable and sustainable. This innovative capacity building system for teachers and school directors is implemented through seven complementary means: distance learning, internal CAPs, external CAPs, pedagogical days, Push SMS messages for pedagogical reminders, peer networking through WhatsApp, and coaching and individual supervision sessions in classroom situations by school directors through the experimentation of new options. All these

modalities are based on the continuous training system of coaching of teachers through the time spent by school directors and inspectors and the continuous visits made by the latter with the material and financial resources of the IEFs. The coaching modalities can be integrated into the monitoring and supervision of teachers and school directors.

3. Communication, with the production of the Lecture Pour Tous newsletter using the resources of SIMEN. The contents of the newsletter were developed by MEN staff, with the human and material resources of the DFC and SIMEN. This constitutes a major technical asset for the continuity of this activity. The management of a website with all the resources produced within the framework of Lecture Pour Tous. In addition, the website was developed in collaboration with SIMEN to make the resources developed during the implementation of Lecture Pour Tous available to the relevant stakeholders. The DFC has committed to producing the next issue of the newsletter and has plans to continue similar communications under the PNLS.
4. DRTS autonomously led the radio broadcasts to ensure pedagogical continuity during school closures due to COVID-19, with the equipment allocated to the DRTS by Lecture Pour Tous and that will remain with them for future efforts.
5. The DEE funded the rebroadcasting of 72 interactive radio-based reading lessons produced by Lecture Pour Tous as part of its “*Apprendre à la maison*” (“Learning at home”) COVID-19 response initiative. The same MEN entity funded the broadcasting of nine story-telling videos the *Canal Education* television channel to the benefit of students in the Lecture Pour Tous intervention regions.

The above strengths and opportunities reveal a certain capacity of the MEN to assume technical and financial responsibility for several activities that are crucial in the sustainability of the program's achievements and major progress in codifying key aspects of the reforms into ministry policy.

B. Achievements at the central and decentralized levels

The program updated its institutional and human capacity building strategies in 2019 to streamline and more effectively merge them with its sustainability strategies. As a result of this process, the program developed the Priority Actions Plan together with the MEN, with the objective of making the selected strategies fully operational by program-close out and enable the MEN to autonomously lead on the reading reforms. This plan now forms the foundation for targeted analyses of program sustainability.

The PAP identifies the key MEN units that are responsible for these actions as well as strategies to strengthen not only the capacities of these units but also their ability to carry out the activities, the objective being to promote ownership of the best techniques and methodologies introduced by Lecture Pour Tous. The plan is structured around the six key elements that are also the priority areas of the Lecture Pour Tous theory of change – these same elements are identified by USAID for effective and sustainable reform programs for the teaching of reading. These are the “5T + P and C”: tongue, text, teaching/coaching, testing, time, and parental and community engagement. The PAP thus brings together all the priority activities in these areas to move towards the sustainability of the program.

The most recent evaluation of the PAP revealed significant progress towards achieving the sustainability objectives. In the following subsection, we discuss the results achieved by each relevant MEN entity at both the central and decentralized levels according to indicators of ownership and autonomy. These include the major achievements outlined in Section 4.a. above, now traced to specific MEN units.

I. The achievements of the DEE

The main achievements of the DEE relate to the definition of the strategic framework for EGR reforms, including the development of the MOHEBS and drafts of the framework document for the PNLS); the development of operational tools, including EGR timetables and tools for increased parent and community engagement.

As a coordinator of program activities at the MEN level, the DEE has developed other strategic documents to operationalize the implementation of bilingual education. It is within this framework that the operational framework of MOHEBS was successfully developed. This document defines the framework of intervention for any initiative in bilingual education. The DEE has started the process of sharing with the experts from the university, central bodies, deconcentrated services, technical and financial partners, before proceeding to the social and institutional validation.

At the same time, in order to complete this process, the DEE is making significant progress in the development of the PNLS, assisted by Lecture Pour Tous. This program will guide all stakeholders in the sustaining and implementation of reading reform activities at large scale. The program document presents the institutional framework, the guiding principles for the reading reforms, the results framework, and an action plan to achieve the results. The framework document for the PNLS is currently being finalized.

The full validation of both the MOHEBS and the PNLS could take until at least mid-2021. Once validated, the next step will need to be revisions to Senegal's Basic Education Curriculum (or CEB), in order to integrate bilingualism into the national curriculum and also to take into account the newly adopted evidence-based pedagogical approaches for the teaching of reading and writing. While the DEE has indicated that they are not yet at a stage of preparing now for the CEB revision, this provides an opportunity for technicians to start thinking through what those revisions may require.

With regard to ensuring a minimum of time for EGR instruction at the school level, the DEE has established, for all schools participating in Lecture Pour Tous, revised timetables for CI, CP and CEI to include in each school day one hour that will be exclusively dedicated to learning to read in national languages. These timetables are used in all Lecture Pour Tous grade levels and are the minimum that could be expected, in view of the revision of the CEB. Because of the parameters of instructional time in national languages vis-à-vis French now anticipated per the MOHEBS, additional time for foundational reading and writing instruction, in national languages, may become available in the future.

In terms of parental and community mobilization, the DEE is now able to lead behavioral change communication activities, mainly in favor of the use of national languages for EGR. The voluntary action plans set up by the school management committees (*Comités de Gestion d'Ecole*, CGEs) in the Lecture Pour Tous targeted schools include community mobilization activities for school support in EGR in national languages. These CGEs have been trained and their Voluntary Action Plans include activities to promote reading in application of the training received. These activities range from the organization of community forums, parent dialogues, summer camps, and reading clubs. Currently, all these activities are regularly monitored by IEF staff.

2. The achievements of INEADE

With the technical assistance they have received from Lecture Pour Tous, INEADE has now significantly built or strengthened capacity in (1) the process of determining the national language of instruction for a school-community; (2) assessment tools based on reading performance thresholds; (3) the design and

evaluation of EGR teaching/learning materials; and (4) the preparation, administration, and analysis of Early Grade Reading Assessments (EGRAs).

The theory of change elements of the Lecture Pour Tous program include the importance of teaching EGR in a language that students speak and understand, to make learning easier for them. Lecture Pour Tous has developed, in collaboration with INEADE, a guide on the process of determining the language of instruction for schools teaching EGR in national languages. This validated language mapping guide has been widely shared with MEN staff at both the central and decentralized levels. Training sessions on the use of this guide were organized with the IA and IEFs and this enabled the IEFs to conduct language determination surveys independently.

Within the framework of the assessments of learning achievement, the performance thresholds for reading in national languages are used for the regular evaluation of students' reading skills. This will enable teachers to develop remediation strategies based on the results of the assessments. INEADE, in collaboration with the DEE, will build the capacities of teachers so that they can use the intermediate thresholds to generalize standardized quarterly reading assessments in national languages. All test tools, training modules and protocols for implementing standardized quarterly reading assessments in national languages and French are available. The trainings planned for the teachers who will test the pilot will be held as soon as the COVID-19 situation allows it. In any case, INEADE is now sufficiently equipped to complete this process.

In the field of the production of teaching materials, INEADE is now in a position to define and validate the technical and pedagogical specifications of teaching materials for EGR instruction in national languages. Indeed, training sessions have been held for publishers under the leadership of INEADE which now masters the technical and pedagogical specifications of the teaching and learning materials on which Lecture Pour Tous materials used by the program were developed.

In regard to EGRA administration, INEADE was able to independently conduct a reading evaluation in the Saint Louis region as part of the G2G activity, thanks to technical assistance from Lecture Pour Tous and collaborating with the program to conduct baseline and midline assessments between 2017-2019.

3. The achievements of the DFC, the DRTS and the DRH

Thanks to the internal and external communication activities carried out with the DFC, there has been significant progress in terms of raising awareness on the importance of using national languages, bilingual education, and effective approaches to EGR instruction, especially among education system stakeholders. Lecture Pour Tous, in collaboration with the DFC and the DRTS, has developed a national communication strategy for the use of national languages in the teaching/learning of EGR.

The DFC was thus able to strengthen the technical capacities of the communication officers at the *Inspections d'Académie* (IAs) and IEFs so that they can produce materials and implement and monitor the strategic communication plan for teaching EGR in national languages. Communication officers at the central and decentralized levels are now able to implement and monitor the communication plan and activities including interactive reading lessons for radio broadcast and monitoring groups at the IEF level. These communication officers are also able to draft press articles presenting success stories and best practices relating to the teaching of reading and the importance of parental support. As an example, Issue no. 4 of the program sponsored "*Echos de LPT*" newsletter was entirely designed and published by the MEN (DFC, DRTS, DEE, and SIMEN).

As part of their pre-service training, student teachers now learn a specific module on the pedagogy of EGR instruction via national languages. The DFC is finalizing the formal arrangements for training student

teachers on EGR when assessing them on the units contained in the pre-service training reference document. Given the delay caused by the COVID-19 pandemic in the testing, a rapid switch to distance learning for the CRFPEs proved to be effective.

As part of the communication strategy piloted by the DFC, the DRTS, after receiving a large amount of audiovisual material from Lecture Pour Tous, was able to develop mass communication materials to promote behavior change. The DRTS has thus produced videos to capture the program's key results since the first year of the program. The outbreak of COVID-19 with the subsequent health restrictions was an opportunity for the DRTS to strengthen its capacity in radio production techniques. A radio-based teaching system was set up to ensure the continuity of the training program piloted by the MEN.

The DRH is implementing the final recommendations of the updated teacher assignment guide (MIRADOR) in order to take into account the national languages spoken by the teachers when managing their mobility. This is a key measure to make sure schools have teachers available who can teach in the national language chosen by the school in the framework of the bilingual education reform.

4. The achievements of decentralized level Ministry structures

The MEN's structures at decentralized levels (regional and departmental) demonstrate strengthened capacities in areas covering community mobilization, communication, human resource management, and teacher training and coaching.

In coordination with the DEE and DFC, IAs and IEFs have collectively strengthened their capacity to train teachers in EGR instruction by actively participating as members of the National Technical Team (ETN) of master trainers of trainers as well as the Regional Technical Teams (ETR) of trainers of teachers. Similar training elements were also delivered to them in terms of coaching and close supervision of teachers.

The gender focal points and the institutional focal points at the IEFs have been able to support and monitor the CGEs in the development and implementation of community mobilization activities promoting home-based tutoring for EGR in national languages. The IAs and IEFs now have the tools and support needed to help the CGEs promote parental and community involvement.

The seven CRFPEs who have piloted the testing of the pre-service training reference document have trained student teachers in the pedagogy of EGR instruction in national languages. It should also be noted that this reference document was developed over several sessions with the effective participation of the schools and CRFPEs directors.

Trainers in language and communication and in basic education for youth and adults (*Education de base des jeunes et adultes*, EBJA) were also trained in the use of this guide. The conclusions of the evaluation of the pilot include many positive elements.

5. SUSTAINABILITY IN THE G2G PROGRAM

Since 2018, the MEN has implemented key aspects of the Lecture Pour Tous program in the Saint Louis region via direct "Government to Government" USAID funding to Senegal and very limited aid from the team that provides technical assistance to Lecture Pour Tous implementation in the other six regions. This G2G activity provides an opportunity for early MEN autonomy in reform implementation and assess issues from this case related to sustainability and scale-up. Consultations and reflections on the G2G experience to date as part of this SSP update revealed areas of achievement and adaptations that provide insights into

MEN capacities for sustaining and further scale-up. We present several of these examples below, and end with a tally of key assets from the G2G experience to date as relates to sustainability and readiness to scale.

Achievements, adaptations and lessons learned:

- The MEN has consistently organized teacher trainings, including trainings of smaller cohorts to ensure social distancing measures to the extent possible in October-November 2020 despite complications arising from the COVID pandemic.
- The G2G activity team and MEN offices in Saint Louis have also signaled they would like to build upon the continuous professional development (CPD) plan for teachers and coaches developed by Lecture Pour Tous to enhance in-service training of teachers in that region through several modalities, including self-guided, distance learning.
- Notable progress was made in the G2G team's distribution of teaching and learning materials. Results for Year 2 of the G2G were more satisfactory than those of Year 1 as the MEN combined IEF delivery and school director pick up with trainings so that as trainings concluded, directors were able to depart with their respective school materials in hand.
- After noting that some teachers in the region lacked sufficient national language skills, the G2G team replicated what had been done in the other regions implementing Lecture Pour Tous and added time to the language reinforcement module during the training of their regional and local technical training teams.
- When the COVID-19 pandemic spread to Senegal in March 2020, the MEN offices in Saint Louis were able to promote pedagogical continuity, with Lecture Pour Tous support, during extended school closures by delivering educational content via radio and television broadcasts through its partnerships with the community radio union, the *Union des Radios Associatives et Communautaire*, and through Canal Education. This mirrored the work the Lecture Pour Tous program conducted with the MEN offices in the other six program regions.
- Overall, greater accountability of actors in the IAs at the regional level, with regular check-ins and supervision from higher levels in the MEN, has helped improve the management and efficiency of activity implementation.

Key assets stemming from the G2G experience to date:

- Strong **institutional support** (the IEFs and focal points implement the program with support from all pool inspectors and school directors).
- **Institutional actors**, including master trainers and trainers, now have key knowledge, skills, and tools required to support key aspects of evidence-based EGR instruction.
- **Engagement of local authorities** (e.g. some mayor have committed to take over parental and community engagement activities introduced by Lecture Pour Tous support).
- A strong **mobilization of communities** (e.g. launch of reading support plans, dialogues, and for a in support of EGR).
- **Students' motivation** resulting from the use of national languages but also teachers' motivation arising from the practical nature of the training courses.

6. KEY REMAINING CHALLENGES AND RISKS

As detailed in the prior sections, great progress has been made over the past four years not only in the co-design of the key components of evidence based EGR reform for Senegal, but also in terms of Ministry ownership of these components. Nevertheless, difficulties remain. This section identifies key remaining political, technical, and financial challenges and risks that will need to be addressed for the MEN at both the central and decentralized levels to both scale and sustain the reforms with full independence. Our updated Sustainability Strategy in the following section aims to address as many of these challenges and risks as possible with the time and resources remaining under Lecture Pour Tous. A note about COVID-19: the ongoing pandemic has hampered many Lecture Pour Tous and MEN activities since early 2020, including work directly related to sustainability and preparing for scale. The likelihood of further activity cancelations or postponements represents a general risk to all program endeavors in its final year.

Political

The primary remaining political and policy challenges and risks are:

1. The transition from USAIDs' current technical and financial assistance under Lecture Pour Tous to the independent and complete control of activities by the various MEN structures at the central and decentralized units, recognizing that it is likely that not all aspects of the implementation plan for the PNLS will have been fully established by then.
2. Ensuring that the coordination mechanism of the various divisions and directorates of the MEN will continue to function effectively.
3. The revision of the CEB remains an important challenge. The teaching of reading in national languages, according to the model supported by Lecture Pour Tous, can only be continued and scaled up if the CEB officially takes into account the new methods of teaching and learning to read, and the bilingual approach to teaching in the early grades. The upcoming validation of the MOHEBS operationalization framework and the availability of the PNLS orientation document will normally launch, or at least prepare, the next steps, which are primarily CEB revisions. However, the revision of a national curriculum is often a long-term task that has both technical and political implications. In Senegal, the last CEB revision - finalized in 2016 - took several years after a very challenging process and it might be difficult to start the new revision in a short period of time.
4. The need for good communication and awareness raising among a wider public, and especially among policy makers, to ensure that they support all the important reforms undertaken by the Ministry of Education.
5. The need to continue to ensure good communication at the community level on the recommended methodology for choosing a language of instruction for EGR. Sharing the positive results of Lecture Pour Tous can also help show parents and communities the benefits of using national languages in the classroom. Even if the language chosen in a school is not necessarily the first language of all children, it remains a language that is shared and spoken by children and thus a good vehicle for early learning.
6. On several occasions during the consultations, MEN staff and technical and financial partners have noted that an important point for the continuation of the reforms in reading and the use of national

languages supported by Lecture Pour Tous would be to be able to demonstrate that the approach has a real impact on reading skills in French.

7. Mainstreaming the achievements of the Lecture Pour Tous program in the daaras remains a major challenge. Indeed, while it has been easier to bring about the reform of the teaching of reading and the use of national languages in the formal education system, difficulties remain in the daaras given the specificity of this non-formal education offer, including for instance the infrastructure and basic supplies often missing in daaras and the lower baseline level of instructional training and skills of daara instructors.
8. Launching the MOHEBS – which consists of a complete overhaul of the elementary system to meet the material and human resource needs of introducing a minimum of six national languages across all subject areas and updating the French curriculum accordingly – is a major undertaking that will require a final political decision at the highest levels to move forward. This political decision is also inextricably linked to Senegal’s ability to mobilize the financial resources required (see Financial, below) for these reforms. Because the PNLs as a nationwide reform depends in at least in part – if not completely – on the MOHEBS reform, its own fate is likely caught up in these high-level deliberations.

Technical

The following technical challenges and risks still remain:

1. Although the Ministry has qualified staff at both the central and decentralized levels and they have gained a great deal of knowledge and skills through the first four years of Lecture Pour Tous, the diversity of program activities and the level of detail required to cover planning through implementation and monitoring is such that capacity strengthening is still needed in certain areas.
2. While the MEN is directly and wholly responsible for the implementation of the G2G program in one region, this has not yet translated into full accountability for the implementation of the reading reforms in the other six regions. However, during the fourth year of the program, regional and departmental MEN leadership and accountability in the implementation of activities increased. This momentum must be maintained to ensure MEN autonomy of the reforms generally, which also implies greater empowerment of the decentralized units in relation to central management, particularly in planning and decision-making.
3. The need to update the CEB as also an important technical challenge. In order for the approaches promoted by the Lecture Pour Tous model and incorporated into the PNLs to be used in a sustainable way by all teachers in the classrooms, the CEB needs to integrate these approaches and officially make them part of reading instruction for the whole country.
4. While Lecture Pour Tous has invested considerably in pre-service and in-service teacher training and in-service training of directors and inspectors, the training of inspectors at the *Faculté des Sciences et Technologies de l'Education et de la Formation* (FASTEF) does not currently include specific modules on the teaching of reading, meaning that new inspectors beginning their service would subsequently still need this training.
5. Ensuring frequent, quality coaching to support teachers to successfully implement the new EGR instructional program has continued to be a challenge due to the many demands on the time of the

school directors and inspectors and limited ministerial resources to support this work. The experimentation of two new coaching variants this year will contribute to further exploration of models that could be more successful.

6. Regular organization of school-based and cluster-based teacher learning circles (*cellules d'animation pedagogique*, CAP), the only standard component of the MEN's in-service teacher training policy, continues to be a challenge as many school directors do not hold these sessions as frequently or thoughtfully as mandated. The updated CPD strategy supported by Lecture Pour Tous depends in large part on these activities and Year 5 will be another opportunity to study and address this persistent issue.
7. New timetables have been developed by the MEN to allow an acceptable minimum amount of time per day and per week for the teaching of reading in national languages and are in use in all schools implementing the Lecture Pour Tous program. However, teachers report some difficulties in implementing the timetables, particularly because the CEB is not yet updated to support the bilingual approach and the use of national languages and the new reading lessons have been added alongside most of the existing program. The allocation of time for early grade reading/writing in national languages and time for learning French will need to be updated as part of the revision of the CEB.
8. Actual reading instructional time in Senegalese classrooms is not fully known and could present a risk to program effects now and in the future. While the Lecture Pour Tous teacher knowledge, attitudes and practices (KAP) midline study showed high levels of time on task in EGR classrooms, the study scope did not include other factors, such as teacher and student absenteeism, that is likely reducing the actual instructional time students received. This is a risk that will need to be addressed by larger reform efforts and does not affect reading instruction alone.
9. The study of the supply chain for EGR teaching and learning materials has revealed the following main challenges : 1) the need to update the national policy document on the publishing of textbooks and teaching materials (formulated for French textbooks) in order to better integrate the achievements of Lecture Pour Tous in the drafting of LI reading textbooks); 2) the need to consolidate and simplify the national strategy for evaluating and approving textbooks; 3) the need to develop an operational and practical plan to expand the institutional prerogatives of the Publishing and School Textbooks Division (DEMS) in terms of the acquisition of teaching materials; 4) the implementation of a plan to strengthen the capacities of the DEMS staff in the short, medium and long term in relation to their new prerogatives of managing books in national languages; 5) the establishment of a budget line for the costs of organizing proper audits, storage, management and maintenance in the image of PREMAS (cover, binding, gluing, etc.).
10. The Senegalese national scholastic textbook policy is based on private publisher development of teaching and learning materials. The limited capacity of Senegalese publishers to produce the teaching and learning materials needed for EGR remains a major challenge. While Senegalese policy also allows international publishers to bid on materials procurements, the use of national languages alone leads to the likely need for local publishers to be involved. While Lecture Pour Tous has invested in a few rounds of capacity strengthening activities, additional support is likely needed for these publishers to have the organizational, managerial and technical foundation required to meet this need.
11. School management committees (CGEs) are important fora for sustaining parental and community engagement in national language reading reforms. Their functioning needs to be strengthened in all

schools and supervision by the DEE needs to be ensured. The operationalization of the integration of support for EGR in CGE action plans, based on the achievements of parental and community involvement, remains a major challenge.

12. Clear and compelling internal and public communication is a major part of the reform efforts. The communication officers of the IAs and IEFs are not communication professionals, though they have benefited from several training sessions as part of the implementation of the national communication strategy. Nevertheless, the integration of these communication activities in the action plans of IAs and IEFs is another sustainability challenge.

Financial

The primary financial challenges and risks are as follows:

1. Funding for the MOHEBS has yet to be secured. The MEN is still refining costing scenarios for the reform and it is yet unclear what national and international resources will be available to support it. Of the associated costs, printing new teaching and learning materials for all of the national languages to be introduced across all subject matters and grades, and for the new French program to be developed, are perhaps the most considerable; training for teachers, directors and inspectors is another major cost. The financial burden of the reform weighs on the political decision to launch reform implementation (as noted above) and could result in further delays. This, in turn, could delay the launch or at least scaling plans for the PNLs.
2. Costing models and funding for the PNLs are also to be determined. Efforts like MSI's midterm evaluation of Lecture Pour Tous (MSI, 2019) have attempted to start costing out requirements of both sustaining the reforms in the first seven regions of Lecture Pour Tous/G2G and of different scale-up scenarios of adding and sustaining more languages and geographic regions. Additional study is required, as are further deliberations between Senegal and its technical and financial partners who may be poised to support aspects of the reform and who must also consider requests for assistance related to the MOHEBS.

7. SUSTAINABILITY STRATEGY

This part of the SSP defines the sustainability strategy based on the sustainability objectives and results still to be achieved by the end of the Lecture Pour Tous program (mid-July 2021) so that the Lecture Pour Tous approaches remain, even after the end of the financial and technical support. This strategy addresses several of the remaining challenges and risks outlined above as relate to key priority areas.

To take into account the achievements since the previous version of the SSP (January 2020), the tables below show the key elements and objectives of sustainability. The expected results column only contains what remains to be done and needs to be supported by Lecture Pour Tous. The expected results that were achieved during the fourth year of implementation of Lecture Pour Tous have been deleted.

This section presents, for each program element, an overall sustainability goal and expected results. The objective specifies what should remain in the system for each specific element. The results break this objective down into accomplishments to be achieved by the end of the program's lifespan, which is June 2021. The results take into account the need for technical assistance in critical areas at the central and decentralized levels, as well as the challenges and risks mentioned above. The expected results will then be

included in the priority action plan which will detail the activities planned by Lecture Pour Tous to support the achievement of the results during the final months of program implementation.

Table 1: Sustainability Objectives Key Elements

Key elements	Sustainability goal	Expected results
Language	National languages are used as languages for reading instruction in the first three grades of elementary school.	<ul style="list-style-type: none"> The general public and policymakers support all the reforms undertaken by the MEN for the teaching of reading in national languages.
Time	Timetables allocate adequate time (at least one hour per school day) for teaching reading in national languages.	<ul style="list-style-type: none"> Teachers receive ongoing support to implement timetables effectively.
Text	High quality reading materials (with special attention to gender equality and inclusion) are developed and available in national languages in sufficient quantity and quality.	<ul style="list-style-type: none"> The MEN is able to define pedagogical and technical specifications for evidence-based reading materials in national languages and to manage the quality control and supply chain efficiently and effectively. The MEN receives a full “design package” with ready-to-go instructions and templates for the new edition of the CI and CP materials that the MEN staff can use to jump-start future production.
Teaching and coaching	Grades using national languages have qualified personnel (directors, teachers, supervisors) for a sustainable management of reading in LI.	<ul style="list-style-type: none"> The pre-service training standards for student teachers in all CRFPEs include a specific module on teaching reading in the national language and universal design for learning, so that all teachers leaving the CRFPEs have the necessary skills to teach children with disabilities in their classrooms. Coaching practices and tools are well internalized by inspectors and school directors. The MEN knows how to use ICT, in particular to support teacher training and coaching activities. The MEN has the technical and financial means to continue using ICT tools for teacher training and coaching.

Key elements	Sustainability goal	Expected results
Test	Student performance thresholds for reading in NLs are used for regular assessments of students' reading skills.	<ul style="list-style-type: none"> • MEN staff are able to conduct regular assessments of students' reading scores in national languages and use the results to take corrective action. • The performance standards of students in CI, CP and CEI grade levels are validated by the MEN.
Parental & Community Involvement	Parents and communities help children read in national languages and ensure that children with disabilities are also enrolled in school, with interventions designed to meet their needs.	<ul style="list-style-type: none"> • The DEE's support mechanism for the CGEs includes measures to support parents and communities in promoting EGR in national languages. • CGEs' Voluntary Action Plans include activities to promote reading (training processes and modules: organization of forums, summer camps, reading clubs, management, etc.) and to promote gender equity and inclusion in community activities.

Table 2: Sustainability Objectives for Cross-Cutting Elements

Cross-cutting elements	Objective by 2021	Specific results
Systems strengthening and technical, political, and financial capacity building	The education system is ready to internalize the reforms in terms of teaching reading in the national language (L1) and carries them out autonomously.	<ul style="list-style-type: none"> • The MOHEBS that defines the model to be followed for bilingual education is validated. • The MEN has a National Scholastic Reading Program reference document that guides all stakeholders. • The MEN receives recommendations for a curriculum update in the subject area of reading and writing in L1 and L2, in the framework of the bilingual education reform. These recommendations take into account the explicit, systematic, and structured syllabic approach for EGR instruction and the bilingual approach for teaching in the early grades of elementary school, and also includes advice to teachers for the transfer between L1 (national languages) and L2 (French).
Gender equality and inclusion	The MEN integrates in a cross-cutting manner gender equality and social inclusion in the planning and implementation of all the activities that promote the teaching of reading in national languages, thereby ensuring the sustainability of these activities and initiatives.	

Based on the elements stated above, the PAP (see annex) intends to materialize and operationalize this strategy with specific activities to be implemented by Lecture Pour Tous until the end of the program. We note that this updated PAP only includes activities for the final year of Lecture Pour Tous. The plan is based on the specific objectives and results defined in the sustainability strategy. The PAP details the actions to be undertaken for the empowerment of the MEN so that it can take full ownership of the activities, approaches and strategies implemented by Lecture Pour Tous. The plan specifies the responsibilities of both Lecture Pour Tous staff and the MEN units and tries to set deadlines for achieving the various expected results. In the next stage of the implementation of the SSP, Lecture Pour Tous and the MEN will agree on a practical exit strategy for the technical assistance proposed by Lecture Pour Tous so that the MEN can take full accountability for the various activities. Lecture Pour Tous will also propose a monitoring plan to measure progress against the performance indicators set out in the priority action plan.

8. SCALING UP

Discussions of how to scale up key components of the Lecture Pour Tous program are inextricably linked to the MEN's related major reform planning: the MOHEBS for the conversion of the current monolingual elementary education system to bilingual education and the PNLs for the promotion of early grade reading. As noted above, the framework and operational planning documents for each of these national reforms are still in the process of finalization and validation and major decisions related to the timeline and scenarios for scale-up are still ongoing. In its final months, Lecture Pour Tous will continue to engage the MEN in discussions on how they best see the reading reforms in particular moving to scale and will offer assistance to any further scenario or other planning in support of scale-up. In this section we outline the scale-up planning and considerations to date that will form the basis for this ongoing work.

To review, the MOHEBS serves as a framework for converting the national system for elementary education over to a bilingual education approach that first uses national languages for reading and subject matter instruction in the early grades, then introduces French as a second language, and then gradually shifts from national languages to French for instruction. The MOHEBS document defines a schema for the gradual geographic and linguistic scale-up of this reform to eventually cover all public elementary schools in Senegal. As is currently proposed in the MOHEBS document pending full validation:

- The reform will begin with the first six codified national languages (Joola, Mandinka, Pulaar, Seereer, Soninke and Wolof) and then introduce the other codified languages once their related foundational tools are sufficiently developed for instructional use. Further refinement is needed for this.
- Bilingual classrooms will be opened in a set of initially identified sites based on a sociolinguistic survey conducted in partnership with the decentralized units and communities.
- The reform will begin in CI with a first cohort of schools, adding each successive grade each year for that cohort and then for each successive cohort.
- The phasing in of sites will happen at a pace of 2,000 CI grade levels in Year 1, then adding 2,000 classrooms per year until Year 5, which will mark the beginning of the reform reaching national scale for the first grade (CI) based on projections from the current number of CI classrooms (8790 in 2019). See the table below.

Table 3: Proposed MOHEBS Scale-Up Plan*

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CI	2000	4000	6000	8000	Beginning full national scale	Continued implementation at full scale
CP		2000	4000	6000	8000	Continued implementation at full scale
CE1			2000	4000	6000	8000
CE2				2000	4000	6000
CMI					2000	4000

*Per the current MOHEBS framework document as of January 2021

The PNLS, for its part, has for its mission a nationwide reform to greatly improve reading outcomes for students in the early grades, in effect serving as the scale-up plan for the key components of Lecture Pour Tous (see text box). The MOHEBS bilingual reform is the foundation for allowing the PNLS to proceed at scale with teaching early grade reading in national languages. However, there are important differences between the two reforms. The MOHEBS covers all subject areas, aims to begin with all six currently fully codified languages, and ultimately aims to cover all grade levels while the PNLS is focused specifically only reading and writing in the early grades. Given these differences, it has not yet been determined if the scaling plan for the PNLS would follow a similar rhythm to that of the MOHEBS. One critical additional reason for this is that Lecture Pour Tous is already in nearly 4,000 schools, covering all CI, CP and CE1 classrooms in those schools. At the same time, Lecture Pour Tous has only thus far been implemented in three of the six initial languages targeted for the MOHEBS reform.

Prior discussions for scale-up of key components of Lecture Pour Tous – now encapsulated in the draft framework document for the PNLS – have included various potential scenarios. These scenarios, such as those put forth in the midterm evaluation of Lecture Pour Tous conducted by MSI (USAID/MSI, 2019) and reviewed in the prior version of this SSP, examined cost and other implications for scaling. The scenarios included, for instance, expanding the reading program first to other geographic areas that share the same languages as have already been developed under Lecture Pour Tous; expansion to new languages and geographic areas; and various phase-in options, funding mechanism, and technical assistance mechanisms to do this.

PNLS Key Principles for Scaled-Up EGR Reform

- Evidence-based methodology for the teaching of reading that includes the use of national languages and an explicit, systematic and structured syllabic/phonics approach;
- Provision of teaching and learning materials that are based on this approach and are in sufficient quantity for effective use by every teacher, student, and coach;
- Sufficient time each day for the teaching and practice of reading;
- Teacher training and ongoing professional development, including regular coaching;
- Adoption of student performance standards for reading and teacher standards for the teaching of reading;
- Regular assessment practices to test student progress, monitor teacher progress, and act on this data;
- Parental and community engagement.

The MSI evaluation team provided funding estimates for three scenarios, for which the main variable is the pace of introduction of the three new languages of instruction—namely, Joola, Mandinka, and Soninke—that would be required for a nationwide scale-up to Senegal’s 14 regions.

- I. Scenario 1, which proposes a more gradual rollout, is based on the introduction of one new language annually starting in Year 2 of implementation.

2. Scenario 2 is based on the introduction of two new languages starting in Year 2 of implementation and of the third language in Year 3 of implementation.
3. Scenario 3, which most closely mimics the Lecture Pour Tous program’s implementation design, and which is the most ambitious, is based on the introduction of all three new languages starting in Year 2 of implementation.

All three scenarios assume the following:

1. Continued Lecture Pour Tous implementation in Pulaar, Seereer, and Wolof in the current seven regions and in the current three grades (CI, CP, CE1).
2. Review and finalization of the current materials in Pulaar, Seereer, and Wolof in Year 1.
3. Development, testing, and first printing of materials in the new language(s) starting in Year 1.
4. A gradual rollout of the new language(s) by grade, starting with CI in Year 2.
5. A gradual rollout of the Lecture Pour Tous model in additional regions starting in Year 2.
6. Full Lecture Pour Tous scale-up in Year 6 with widespread implementation in the 14 regions, using all six national languages in CI, CP, and CE1 classes.

The Lecture Pour Tous program has also discussed a fourth scenario with the MEN. Scenario 4 proposes to roll out reading reforms in Year 1 in the three national languages already covered to two additional regions that can be widely covered with these three languages. The introduction of new languages follows the same path as in Scenario 1.

The tables below show the four scenarios in more detail.

Table 4: Four Scale-up Scenarios

	Languages	2022			2023			2024			2025			2026			2027			
		7 regions			8 regions			9 regions			10 regions			12 regions			14 regions			
Scenario 1		CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	4				1			1	1		1	1	1	1	1	1	1	1	1	1
	5							1			1	1		1	1	1	1	1	1	1
	6										1			1	1		1	1	1	1

	Languages	2022			2023			2024			2025			2026			2027			
		7 regions			8 regions			9 regions			10 regions			12 regions			14 regions			
Scenario 2		CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	4				1			1	1		1	1	1	1	1	1	1	1	1	1
	5				1			1	1		1	1	1	1	1	1	1	1	1	1
	6							1			1	1		1	1	1	1	1	1	1

	Languages	2022			2023			2024			2025			2026			2027			
		7 regions			8 regions			9 regions			10 regions			12 regions			14 regions			
Scenario 3		CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	4				1			1	1		1	1	1	1	1	1	1	1	1	1
	5				1			1	1		1	1	1	1	1	1	1	1	1	1
	6				1			1	1		1	1	1	1	1	1	1	1	1	1

	Languages	2022			2023			2024			2025			2026			2027			
		9 regions			10 regions			11 regions			12 regions			13 regions			14 regions			
Scenario 4		CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	CI	CP	CE1	
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	4				1			1	1		1	1	1	1	1	1	1	1	1	1
	5							1			1	1		1	1	1	1	1	1	1
	6										1			1	1		1	1	1	1

At this time, however, the MEN is first focused on finalizing the content of the PNLS and the operational planning for the MOHEBS. The remaining challenges and risks associated with these reforms as outlined above – including the critical factor of securing financing for each and final political decisions needed at high levels – makes detailed scaling planning difficult. Final budget estimates are currently being prepared for the PNLS and depend on decisions yet to be made by the MEN and the Government of Senegal on, for instance, the minimum package of teaching and learning materials and the approach to in-service training, while the budget estimates provided by MSI for each scale-up scenario were based on the full Lecture Pour Tous approach. However and as noted above, Lecture Pour Tous will continue advising the DEE on scaling options in the coming weeks and months, helping to see how best to leverage momentum from the first seven regions covered by current USAID support to lead to both sustained actions in those regions, and the PNLS’s vision of geographical and linguistic expansion of the reading reforms to cover the whole country.

9. CONSIDERATIONS FOR FUTURE SUPPORT

As noted, this SSP aims to identify areas where Lecture Pour Tous can support the MEN in the remaining months of the program so that Ministry structures can autonomously implement, institutionalize, and scale key elements of the reading reforms. However, we are cognizant that we will not be able to address all the remaining challenges and risks discussed in Section 6 above with the remaining time and resources under Lecture Pour Tous; indeed, some remaining challenges are well beyond the scope and mandate of the program. The reality is that the MEN will unlikely be in a position to take these reforms forward fully on its own at the end of Lecture Pour Tous.

Additional technical and financial support could help shore up key remaining areas needing attention, building on the considerable investments made to date and providing the initial capital needed for scale-up while allowing Senegal more time to mobilize additional internal resources to sustain key running costs of the reform. In the following matrix, we present considerations for future technical and financial assistance to address what we anticipate will be some major remaining challenges and risks related to achieving the goal of sustaining reforms at scale such that all Senegalese students now and in the future master foundational reading and writing skills. This list is not exhaustive and primarily focuses on activity areas originally included or directly related to the scope of Lecture Pour Tous. We also anticipate updating this matrix in the Lecture Pour Tous final report as part of a final accounting of this SSP and based on what will have been achieved through to the end of the program.

Challenges and risks likely to remain	Considerations for future technical and financial support to reading reforms
<ul style="list-style-type: none"> The enormity of the operationalization of the MOHEBS and the need to update the CEB national curriculum as prerequisites for sustainable reading reforms 	<ul style="list-style-type: none"> Assist with more detailed cost and planning for the roll-out of the MOHEBS based on updated estimates of donor investment and Government of Senegal funding available As part of both the MOHEBS and PNLS, assist with the development of a more detailed roadmap for the revision of the CEB Based on more precise planning above, assist the MEN in refining or finalizing its roll-out/scale-up plan for the PNLS, if not yet complete
<ul style="list-style-type: none"> Persistent doubts among policy and decision makers that reforms for mother-tongue reading instruction will eventually lead to improvement in reading in French. 	<ul style="list-style-type: none"> Continue program components of action research and mass communications in future follow-on assistance designed to generate and disseminate learning and evidence to decision and policy makers in the MEN as well as Senegalese civil society, especially at the grassroots school community level Expand the scope of assistance beyond that of Lecture Pour Tous, which only focused on reading instruction in L1, to target French as well as L1 to be able to: a) address the bilingual reforms holistically, and b) further evaluate impact of L1 instruction on reading in L2
<ul style="list-style-type: none"> Additional technical and financial capacity needs and will to update and manage the supply chain of teaching and learning materials needed for EGR instruction in national languages 	<ul style="list-style-type: none"> Continue technical assistance to the MEN and advocacy where required to update its national policy on publishing school textbooks Provide additional financial assistance to support the updating of the existing national language (L1) and French (L2) teaching and learning materials following the forthcoming guidelines of the PNLS
<ul style="list-style-type: none"> Persistent difficulties sufficiently mobilizing qualified system agents to support teachers 	<ul style="list-style-type: none"> Review decentralized operational planning and budgeting, and technical design and oversight requirements for updated teacher CPD modalities in light of the experiences and learning from the final year of Lecture Pour Tous implementation Review cost requirements and support advocacy for internal funding of sustained instructional coaching at scale with a minimum of

Challenges and risks likely to remain	Considerations for future technical and financial support to reading reforms
	resources needed to ensure the frequency and quality required to affect and sustain desired changes in teacher practice.
<ul style="list-style-type: none"> Further need to promote parental and community engagement across all school-communities 	<ul style="list-style-type: none"> Because Lecture Pour Tous only directly supported parental and community engagement activities to promote EGR in 20% of the school-communities in six regions, additional assistance could help the DEE and the decentralized MEN units best use the tools developed and their new skills and knowledge in this area to accelerate the expansion of these engagement activities
<ul style="list-style-type: none"> Several obstacles to mainstreaming the key components of the Lecture Pour Tous program in the daaras 	<ul style="list-style-type: none"> Support the integration of evidence-based EGR instruction via national languages with modern daara curriculum Invest the additional resources needed in modern daaras and other alternative/accelerated learning centers to facilitate the implementation of EGR instruction

ANNEX: PRIORITY ACTIONS PLAN¹

Sustainability objectives	Strengthened human/ institutional capacity Final situation to be achieved Expected results	LPT priority actions (References Y5 AWP if applicable)	Responsible LPT team	Modalities of LPT support to contribute to the final situation	MEN entity supported and its responsibilities	Progress Indicators / Sources of Verification	Deadline
Cross-cutting elements							
The education system is ready to internalize the reforms in terms of teaching reading in the national language (L1) and carries them out autonomously	<p>The MOHEBS that defines the model to be followed for bilingual education is validated</p> <p>The MEN has a National Reading Program (PNLS) reference document that guides all stakeholders</p> <p>The MEN receives recommendations for a curriculum update in the subject area of reading and writing in L1 and L2, in the framework of the bilingual education reform</p>	<p>Support MEN in the planning and preparation of bilingual education and reading reforms (MOHEBS, PNLS, CEB revisions, pre-service training modules, etc.)</p> <p>(Activity 1.2.3)</p>	<p>Coordination team</p> <p>Cross-cutting activities</p>	<p>Make available to the MEN the results of studies and practices that are relevant to the operationalization of the reforms of bilingual education and reading (MOHEBS, PNLS, CEB revisions, pre-service training modules, etc.)</p>	<p>The DEE is developing a plan for the operationalization of MOHEBS</p>	<p>The MOHEBS operationalization plan is available</p> <p>The National Scholastic Reading Program framework document is available</p> <p>Recommended guidelines for CEB update are available</p>	<p>March 2021</p> <p>March 2021</p> <p>May 2021</p>

¹ This updated PAP only includes activities from the final year of Lecture Pour Tous programming, integrated into the Year 5 Annual Work Plan.

Sustainability objectives	Strengthened human/ institutional capacity Final situation to be achieved Expected results	LPT priority actions (References Y5 AWP if applicable)	Responsible LPT team	Modalities of LPT support to contribute to the final situation	MEN entity supported and its responsibilities	Progress Indicators / Sources of Verification	Deadline
	The MEN integrates gender equality and social inclusion in the planning and implementation of activities related to the teaching of reading in national languages	Ensuring the integration of gender and social inclusion in specific program activities (Activity 2.1)	Coordination/ Cross-cutting Outcome 1 Outcome 2 Outcome 3	Technical support Review of documents, tools	MEN structures integrate gender equality and social inclusion in a cross-cutting way (such as by continuing to ensure gender and inclusion principles are considered when developing EGR teaching and learning materials; and adapting materials to braille) aiming at promoting inclusive EGR instruction in national languages for all children	Activity reports	Ongoing
LANGUAGE							
National languages are used as languages of EGR instruction in the first three grades of	The general public and policymakers support all the reforms undertaken by the MEN for the teaching of reading in national languages.	Support MEN to integrate information about the program into its website, newsletter, and other communication tools	Coordination/ Cross-cutting Outcome 2	Technical support	The MEN uses their communication channels to promote the teaching of reading and the use of national languages	Functional website At least one newsletter produced primarily by the MEN	June 2021

Sustain-ability objectives	Strengthened human/ institutional capacity Final situation to be achieved Expected results	LPT priority actions (References Y5 AWP if applicable)	Responsible LPT team	Modalities of LPT support to contribute to the final situation	MEN entity supported and its responsibilities	Progress Indicators / Sources of Verification	Deadline
elementary school							
TEXT							
High quality reading material is developed and available in the national languages in sufficient quantity.	MEN is able to define pedagogical and technical specifications for evidence-based reading materials in national languages and to manage efficiently and effectively the quality control and supply chain	Develop a full “design package” with ready-to-go instructions and templates for new CI and CP materials that the MEN can use to jump-start production in the future Finalize and share the document on good practices for TLM supply chain management	Outcome 1 Outcomes 1 and 2	Technical support Document development	INEADE and DEE technicians study the documents together with program technical assistants, and hold discussions on how these resources will be used	The MEN has received and fully mastered the contents of the “design package” MEN staff have identified opportunities for the update of good practices recommended for TLM supply chain management	May 2021 March 2021
TEACHING							
All classes using national languages have quality	The training standards for student teachers in all CRFPEs include	Support the MEN in the drafting and implementation policy guidelines	Output 1.2 Output 2.4	Provide technical support to the CRFPEs in	The DFC guides the stabilization of the reference document and creates conditions that	A guidance document on EGR instruction in	April 2021

Sustain-ability objectives	Strengthened human/ institutional capacity Final situation to be achieved Expected results	LPT priority actions (References Y5 AWP if applicable)	Responsible LPT team	Modalities of LPT support to contribute to the final situation	MEN entity supported and its responsibilities	Progress Indicators / Sources of Verification	Deadline
human resources (directors, teachers, supervisors) for a sustainable management of reading in national languages	a specific module on teaching reading in the national language and universal design for learning, so that all teachers leaving the CRFPEs have the necessary skills to teach children with disabilities in their classrooms	aimed to institutionalize and scale up teacher training on EGR (Activity 2.4.1.1)		their effort to finalize the reference document that takes into account the aspects related to distance training on the teaching of reading in the CRFPEs tested for scale-up	allow all CRFPEs to manage the training of student-teachers on the teaching of reading in national languages	national languages is updated for use in all CRFPEs	
						Regulatory provisions available to ensure that the CRFPE provides training on EGR in national languages	April 2021
	Coaching practices and tools are integrated into standard IEF and school operations	Develop and implement different variants of coaching and supervision of school teachers; monitor and evaluate the coaching variant pilot (Activities 1.3.1.1, 1.3.4.5)	Outcome 1 Output 2.4		IEFs	At least 75% of targeted IEFs have coaching activities integrated into their annual calendar	June 2021

Sustainability objectives	Strengthened human/ institutional capacity Final situation to be achieved Expected results	LPT priority actions (References Y5 AWP if applicable)	Responsible LPT team	Modalities of LPT support to contribute to the final situation	MEN entity supported and its responsibilities	Progress Indicators / Sources of Verification	Deadline
	The MEN has a better understanding of coaching options	Assist in assessing and preparing a document summarizing options and lessons learned from coaching and supervision approaches based on experiences and coaching assessment results (Activity 2.4.5.1)	Output 2.4	Share the results of evaluations of different coaching approaches (including RF MERL research)	The DEE and DFC engage around the learning emanating from the testing of the coaching variants, and agree to a plan for further testing at larger scale of any experimental variants shown to be feasible and effective in the pilot	Mutually validated learning report from the initial coaching variants pilot Plan for expanded testing of coaching of any promising variants	June 2021
	The MEN maintains instructional coaching in reading reforms					Directives are in place to maintain coaching by school directors and inspectors, such as in the PNLS	June 2021

Sustainability objectives	Strengthened human/ institutional capacity Final situation to be achieved Expected results	LPT priority actions (References Y5 AWP if applicable)	Responsible LPT team	Modalities of LPT support to contribute to the final situation	MEN entity supported and its responsibilities	Progress Indicators / Sources of Verification	Deadline
TEST							
Student performance thresholds for reading in national languages are used for regular assessments of students' reading skills	<p>MEN staff are able to conduct regular assessments of students' reading scores in national languages and use the results to take corrective action</p> <p>The performance standards of students in CI, CP and CEI grade levels are validated by the MEN</p> <p>Teachers have the tools and guidance to analyze the results of the quarterly assessment and to take corrective measures</p>	<p>Strengthen MEN's capacities on EGRA implementation (Activity 1.4.1.1)</p> <p>Establish intermediate thresholds (quarterly) to monitor the performance of CI, CP and CEI students for the standardized quarterly assessments.</p> <p>(Activity 2.2.1.3)</p>	<p>Output 1.4</p> <p>Output 2.2</p> <p>Output 2.4</p>	<p>Joint LPT/ INEADE workshops to prepare for the next EGRA and to analyze the data collected</p> <p>Joint workshops to prepare the piloting of the standardized quarterly assessment for learning to read in national languages</p>	<p>INEADE collaborates with LPT on data analysis of EGRA endline conducted in the 6 LPT regions</p> <p>2 target IEFs engage in the LEMA process from beginning to end, include using data to make decisions to better support schools for EGR instruction</p> <p>INEADE supports IAs and IEFs in the setting up of a pilot project for a quarterly assessment for learning to read in national languages</p> <p>IAs and IEFs conduct a quarterly assessment of learning to read in national languages</p> <p>INEADE supports IAs and IEFs in the implementation of standardized quarterly assessments for reading in national languages</p>	<p>INEADE (and DEE) validates data analysis</p> <p>2 target IEFs collect LEMA data and conduct data analysis and decision-making with program support</p> <p>Report on pilot of use of intermediate standards in quarterly assessments of EGR in national languages (in 1-2 IEFs)</p> <p>Tools for standardized quarterly assessments of</p>	<p>April 2021</p> <p>June 2021</p> <p>May 2021</p> <p>April 2021</p>

Sustainability objectives	Strengthened human/ institutional capacity Final situation to be achieved Expected results	LPT priority actions (References Y5 AWP if applicable)	Responsible LPT team	Modalities of LPT support to contribute to the final situation	MEN entity supported and its responsibilities	Progress Indicators / Sources of Verification	Deadline
					<p>The pilot IAs and IEFs conduct regular standardized quarterly assessments to test students' progress in reading in their national languages</p> <p>MEN puts in place the regulatory provisions to authorize standardized quarterly assessments for reading in national languages</p>	<p>EGR in national languages available in pilot IEFs</p> <p>Lessons learned and recommendations from the pilot of standardized quarterly reading assessments in national languages are shared.</p> <p>Regulatory provisions adopted</p>	<p>April 2021</p> <p>June 2021</p>