Background Paper

Secondary Education in Sub-Saharan Africa Teacher Preparation Deployment and Support

Case study: Senegal

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Secondary Education in Africa:

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Secondary Education in Sub-Saharan Africa Teacher Preparation Deployment and Support

Case study: Senegal

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CASE STUDY: SENEGAL**

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Acronyms and abbreviations

A levels	Advanced levels
ADEA	Association for the Development of Education in Africa
B Ed	Bachelor of Education
BPM	best practice model
CAECEM	*Certificat d'Aptitude à l'Enseignement au Collège d'Enseignement Moyen*
CAEM	*Certificat d'Aptitude à l'Enseignement Moyen*
CAES	*Certificat d'Aptitude à l'Enseignement Secondaire*
CapEFA	Capacity Development for Education for All
CEAP	Certificat Elémentaire d'Aptitudes Pédagogiques [Basic Certificate for Pedagogical Aptitude]
CPD	continuing professional development
DEMSG	Director of Middle and Secondary Education
DEO	district education officers
DFC	Directorate of Training and Communication
DRC	Democratic Republic of the Congo
EAC	East African Community
ECOWAS	Economic Community of West African States
FASTEF	Faculty of Science and Technology of Education and Training, University Cheikh Anta Diop
GCE	general certificate of education
GCSE	general certificate of secondary education
GDP	gross domestic product
HEC	higher education council
INSET	in-service education and training
ITE	initial teacher education
JICA	Japan International Cooperation Agency
MDGs	millennium development goals
NGO	non-governmental organisation
NQF	national qualification framework
NTCs	national teacher colleges
NTP	national teacher policy
O levels	Ordinary levels
PAQEEB	*Projet d'amélioration de la qualité et de l'équité de l'éducation de base*
PAQUET	*Programme d'Amélioration de la Qualité de l'Equité et de la Transparence* [Quality, Equity and Transparency Improvement Programme]
PASEC	Programme for the Analysis of Education Systems
PCK	pedagogic content knowledge

RQF	regional qualification framework
RSA	Republic of South Africa
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SEA	secondary education in Africa
SK	subject knowledge
SSA	sub-Saharan Africa
SSL	school subject leader
SBM	school-based mentor
TIET	teacher instructor education and training
TMIS	teacher management information system
TSC	teacher service commission
UCAD	University Cheikh Anta Diop
UGB	University Gaston Berger
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	universal primary education
USE	universal secondary education
WDA	Workforce Development Authority

Background

Commissioned by the Varkey Foundation, this report is one component of a wide-ranging study on the education of secondary school teachers in sub-Saharan Africa. It provides information for the larger study, which culminates in an Overview Report. The full set of research products produced is given in Appendix 1. The Overview Report is one of 13 background papers which contribute to a comprehensive study of secondary education in Africa (SEA) coordinated by the Mastercard Foundation and supported by a number of donors.

Methodology

Senegal is one of four case studies selected for this research. The rationale for inclusion was based on both design and practical considerations, weighing up the need to conduct timely, rapid research and an identification of Senegal as a country with a number of valuable lessons to add with significant read across for other countries in the region, particularly given the current gap in the English literature on Francophone African teacher education systems. Alongside in-depth research from Rwanda, South Africa, and Uganda the case studies are designed to inform the development of a best practice model for the continent.

The study's theoretical framework was developed out of the Literature Review, which also produced a set of research questions (detailed in Appendix 2) that guided the work of all components, including this case study. The report is structured according to these questions, and follows an outline of the context in which teacher education in the country finds itself.

Data for the case study was derived from academic and other literature, as well as interviews with key role players in the field of teacher education. These role players include government officials responsible for teacher education on a national and/or regional basis, teacher educators responsible for initial teacher education (ITE) and Continuous Professional Development (CPD), and teacher unions. Face-to-face interviews were conducted where possible, but some actors provided information via telephonic or electronic means. The list of interviewees is given in Appendix 3.

We commence this report with a description of the context in which the country finds itself at present: historical trends, socio-economic climate and an overview of schooling and teacher education.

This is followed by an examination of the preparation, deployment and support of secondary school teachers in the country under the key areas identified in the Literature Review and listed in Appendix 2: institutions which deliver initial teacher education; the programmes

they offer and selection criteria applied on entry; the induction, mentoring and certification of new teachers; continuing professional development; performance management; and promotion and career paths.

The conclusion assesses the extent to which the policies and practices described above accord with the ways in which teachers are treated in countries which maintain highly successful school systems, and speculates on the implications of these trends for the future of schooling in the country.

Country context

Education structure

There are three years of pre-primary school, which has an official entry age of three. Primary school has an official entry age of six and a duration of six grades. Secondary school is divided into two cycles: lower secondary and upper secondary. Lower secondary, consists of grades 7-10, and upper secondary, which consists of grades 11-13. Officially secular schooling is free and compulsory until age 16, but this policy is not enforced in areas where Islamic education is preferred.

In addition, Senegal has a lower secondary vocational education track that lasts three years, and multiple upper secondary vocational education tracks that last two to three years. Due to the fact that the public school system is unable to cope with demand, many school-age children seek education and training through more informal means. Here they may apprentice themselves for a little training in return for no wage (Scholapro, 2018).

There are 3 private and 3 public universities in Senegal. Cheikh Anta Diop University in Dakar is the oldest, having begun in 1918 as an *école africaine de medicine*. Today, over 60,000 students benefit from education in humanities, sciences, engineering, medicine, finance, accounting, and law, all taught in French (Scholapro, 2018).

Access to education

Much progress has been made in increasing access to schooling in Senegal following the introduction of free primary schooling in 1995: by 2014 the gross enrolment ratio at primary level had reached 93% (IEG, 2016) and the net enrolment ratio 73% (UNESCO, 2017). Access to secondary schooling has also been growing steadily and by 2014 the gross enrolment ratio at secondary level had reached 50% (UNESCO, 2017). Most encouraging is that girls are not discriminated against in gaining access: in primary schools the net enrolment ratio for girls is

75% compared with 70% for boys, and in secondary schools, enrolment is 50% for boys and 49% for girls (UNESCO, 2017

Completion rates are less impressive, reaching only 50% at primary level, 20% at lower secondary and 10% at upper secondary in 2016 (UNESCO, 2017)[1]. Nevertheless, the effects of improved access to schools is evident in the doubling of the overall literacy rate to 50%, and the female literacy rate to 39% in the decade leading up to 2009 (UNESCO, 2014b).

Teacher supply

The rapid growth in learner numbers obviously places great stress on the country's teacher training capacity, and one of the ways in which this has been dealt with was to introduce the Volunteers and Contract Teachers Project in 1995, at the same time that the FPE was being introduced (UNESCO, 2014a). Between 1996 and 2000, 1,200 volunteers per year were recruited; after 2000, the new Sectorial Plan for Education intensified this policy of recruiting volunteers and planned to enrol 20,000 new teachers with minimal training over the period 2000- 2010, so as to be able to rapidly extend school coverage and reach the Education for All (EFA) goals in 2010, five years ahead of the target date (Niang, 2017). As is the case in a number of other SSA countries, training programmes of this kind carried a very short practicum, if at all. According to UNICEF:

> *Teacher education programmes in developing countries are often lacking opportunities for teacher trainees to get adequate practical classroom experience. This is the case for Senegal, where time spent on teaching practice is as short as nine weeks out of six months of training.*
>
> *UNICEF, 2014b*

Within this programme teachers were recruited with a junior secondary diploma, provided with a few weeks of training, and hired for a period of two years with the possibility of renewal just once, at a monthly salary equal to one-fifth the salary of a permanent teacher (Niang, 2017). Although this program was a temporary one to increase enrolment rates, it became the only means through which an individual could become a primary school teacher in Senegal. By 2004, 56% of teachers were on temporary contracts that paid one-third of a regular teacher's salary. One benefit of this approach was that the pupil/teacher ratio decreased from 49:1 in 1999 to 33:1 in 2011 (UNESCO, 2014b).

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[1] There is some uncertainty over these figures, with the Global Partnership for Education stating the primary completion rate in 2016 as 59% and the rate for lower secondary as 38% (GPE, 2018).

In 2010, a Directorate of Training and Communication was established at central level and Regional Centres for the Training of Educational Personnel (CRFPE) at regional level were established to address these challenges. This new institutional framework was aimed at taking charge of initial teacher education (ITE) and continuing professional development (CPD) (Niang, 2017), at basic and elementary level only. In 2014 UNESCO, which has its Regional Office in Dakar, commenced support for CRFPE achieve its objectives through the Capacity Development for Education for All (CapEFA) programme, which seeks to establish a national teachers' training system for basic education, including literacy and non-formal education in Senegal (UNESCO, 2014b).

Following these developments, the situation regarding teacher education has begun to improve: between 2009 and 2016 the percentage of trained teachers in primary school rose from just over 40% to 70% - which is considerably better than the 36% for all SSA countries (UNESCO, 2017)[2] – while the ratio of students to trained teachers dropped from 80 in 2009 to under 50 in 2016 (GPE, 2018). At secondary level, UNESCO (2017) estimates that nearly 80% of teachers in Senegal are now qualified. However, awarding qualifications to teachers does not necessarily improve the quality of teaching and learning, and the task of the study of which the present report is a part is to investigate how the *quality* of teacher education, deployment and support may be improved in SSA countries in general and in Senegal in particular.

State capacity and teacher discipline

Aside from the quality of teacher education another important factor influencing the quality of teaching and learning is time on task. The erosion of instructional time in schools is a major problem in many developing countries and those in SSA are no exception. Thus, a review of teacher time-keeping practices in Kenya, Mozambique, Nigeria, Senegal, Togo, Tanzania and Uganda reported that 44% of teachers were either absent or at school but not in the classroom as expected (Bold et al., 2017).

A second study found that between 2007 and 2014, Senegalese students received, on average, only 108 of the 188 (57%) official school days allocated annually (Niang, 2017). However, much of this loss of time was beyond teachers' control, with only 12 of the 80 missed school days due to individual teacher absence. Most lost days reflected system factors, such as school closure for weather damage, renovations or wider system planning issues. For instance, primary schools close at the end of June so primary teachers can

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[2] The utility of these figures is in question, given the absence of an agreed yardstick of what constitutes a 'trained teacher' (UNESCO, 2017)

monitor secondary and technical school final exams in July. The start of the school year in October is often delayed, particularly in rural areas, for school cleaning (often performed by students) or because learning materials are lacking, leaving families struggling to cover the costs.

On average, just over 10 days are lost to strikes annually in Senegal but, according to Niang (2017), strikes are a systemic problem for the educational system and cannot be attributed solely teachers' unions, but are linked to the overall policy and planning of the careers and training of teachers. Strikes derive from four major causes, including the disparity between the salaries of permanent and contract teachers. The study concludes that accountability is a multifaceted issue and that responsibility for teacher strikes should be shared between individual teachers, teachers' unions and the central government.

Learning quality

While school enrolment has increased over the past 25 years in low-income countries, including Senegal, enrolling in school does not guarantee that children learn. According to (Bold et al, 2017), a large proportion of children in many of these countries learn little, and they complete their primary education lacking even basic reading, writing, and arithmetic skills, a situation they term the 'learning crisis'. In Senegal, Programme of the CONFEMEN Education Systems (PASEC)tests, conducted in primary schools in 10 Francophone countries in 2014, indicated that only 60% and 63% of learners reached the minimum level of proficiency in mathematics and reading, respectively (UNESCO, 2017). Senegalese pupils performed above average in both language and mathematics for the region (PASEC, 2015).

Reform initiatives

The country has shown great progress in terms of access to schooling for both boys and girls in the past two decades. However, Senegal's education system still faces significant challenges, including regional disparities in school enrolment and completion, low levels of learning achievement, low level enrolment in math and sciences and poor learning conditions (GPE, 2018). To address these challenges, the Sector Program for Quality, Equity and Transparency in Education (PAQUET) 2013 - 2025 focuses on providing all children with access to education, adapting to different learner needs and contexts, and adequate staffing resources. The PAQUET covers 8 priorities (GPE, 2018):

- Pursue universal basic education for all citizens

- Adapt vocational and technical training in partnership with the private sector to meet the needs of an emerging economy,

- Improve the quality of teaching and learning

- Promote and develop the teaching of science, technology, and innovation

- Decentralize the management of education programs for more effective, efficient, and inclusive governance

- Strengthen the education sector's efficiency

- Enhance the productivity of teaching and administrative staff

- Develop the use of national languages in the education system.

The government has prioritized these objectives to meet the goal of developing competent human resources in line with the requirements of sustainable development.

Finance

The Education 2030 Framework for Action (UNESCO, 2015) recommends two key targets for the public financing of education: allocating at least 4% to 6% of gross domestic product (GDP) to education, and/or allocating at least 15% to 20% of public expenditure to education. According to the Global Monitoring Report (UNESCO, 2017) in 2013–16 one in four countries failed to meet these targets, although Senegal did much better than most low-income countries on both indicators (Table 1).

Table 1: Public education expenditure, 2015

	As share of GDP (%)	As share of public expenditure (%)	Per capita spend (USD)		
			Primary	Secondary	Tertiary
SSA average	4.1	16.9	246	310	2 094
Low income countries	3.7	17	170	262	1 667
Senegal	7.5	24	167.5*	251*	2 149.4*

Source: UNESCO, 2017; except * from http://data.uis.unesco.org/

Development assistance plays an important part in supplementing public spending. Thus, over the past 5 years the International Bank for Reconstruction and Development (IBRD) has allocated over USD127m in assistance to Senegal, including a grant of USD 80m which was used mainly for building schools and classrooms, including toilets, admin blocks and provision of water to schools (IEG, 2016), and one of USD46.9m to implement a program focused on improving the quality and equity of basic education (GPE, 2018).

Despite the high rate of government spending and support from the IBRD and other donors, absolute amounts remain low and the country needs to make every dollar count in the wise allocation of spending.

ITE qualifications and training institutions

Both lower- and upper-secondary teachers are trained at the Faculty of Science and Technology of Education and Training (FASTEF) at the University Cheikh Anta Diop (UCAD), and at the Gaston Berger University's (GBU) Faculty of Education Sciences. Both are residential. Although the country has a number of private universities, none offers training for secondary school teachers.

Holders of a Bachelor of Arts or Science degree must complete a one-year training course in theory and practice, after which they are awarded a *Certificat d'Aptitude à l'Enseignement Moyen* (CAEM) (Table 2). Those ITE candidates exiting school with an A Level complete two years of training: the first of which is devoted to academics and the second to pedagogical knowledge and practice. The corresponding teaching certificate obtained is the *Certificat d'Aptitude à l'Enseignement au Collège d'Enseignement Moyen* (CAECEM). Holders of a Master's of Arts or Science degree complete a one-year training course in theory and practice for the *Certificat d'Aptitude à l'Enseignement Secondaire* (CAES). Other certificate courses are offered by associate institutions to teachers teaching physical education and sports, music and arts as well as home and social economics in middle- and upper-schools.

Table 2: Teacher professional qualifications

Certificate acronyms	Corresponding professional categories	English interpretation	Training institution
CAE CEM	*Professeur chargé d'enseignement moyen*	Teachers in charge of middle education	FASTEF
CAEM	*Professeur d'enseignement moyen*	Middle-school teachers (or Lower Secondary Education teachers)	FASTEF
CAES	*Professeur d'enseignement secondaire*	Upper Secondary Education teachers	FASTEF
CAMEPS	*Maitre d'éducation physique et sportive*	Physical education and sports instructors	*Institut National Supérieur de l'Education Populaire et du Sport* (INSEPS) – Higher National Institute for Physical Education and Sports
CAPEPS	*Professeur d'éducation physique et sportive*	Physical education and sports teachers	
CAEAM	*Professeur d'éducation artistique et musicale*	Arts and music education teachers	National School of Arts
CAEEFS	*Professeur d'économie familiale et sociale*	Home and social economics teachers	*Ecole Normale Superior Teaching*

Certificate acronyms	Corresponding professional categories	English interpretation	Training institution
			Technique Et Professionnelle (ENSETP) – Higher National School for Technical and Vocational Education and Training

As reported by interviewees from the Directorate of Human Resources and from FASTEF, courses are mostly delivered in face-to-face modalities. It is worth mentioning that serving contract teachers without initial training in each category of degree holders can be candidates for ITE. They are allowed to register and complete the courses through a 'hybrid' mode (distance learning + face-to-face lectures) while still teaching. Face-to-face activities are only permitted during school holidays, to ensure that teachers are not diverted from their teaching duties by training activities. They are entitled to the same certificates as regular students. Besides, all trainees registered for the ITE courses benefit from a financial support in the form of either a full bursary or a half-bursary.

Selection into ITE

Three categories of candidates enter ITE for secondary school teachers. The entry-level qualification for the first category is a primary school professional certificate – the *Certificat Elémentaire d'Aptitudes Pédagogiques* [Basic Certificate for Pedagogical Aptitude] (CEAP). Those who opt for this route are primary school teachers seeking career advancement. The second category is composed of students with bachelor degrees, who are to be trained as typical lower-secondary teachers. They are mostly fresh university graduates with bachelor degrees in the arts or sciences. The third category is composed of Master's degree holders. They are trained to teach at upper-secondary schools, but can also cover the lower ones.

According to interviewees, there is a general perception that prospective teachers bring poor academic subject knowledge from their secondary education backgrounds. Many have been taught by poorly-trained teachers, and sometimes in poorly-equipped secondary schools.

The content of ITE programmes

According to Prof. Moustapha Sokhna, Assessor of FASTEF at Cheik Anta Diop University, theory and practice each constitute 50% of ITE programmes, respectively. He reports that all
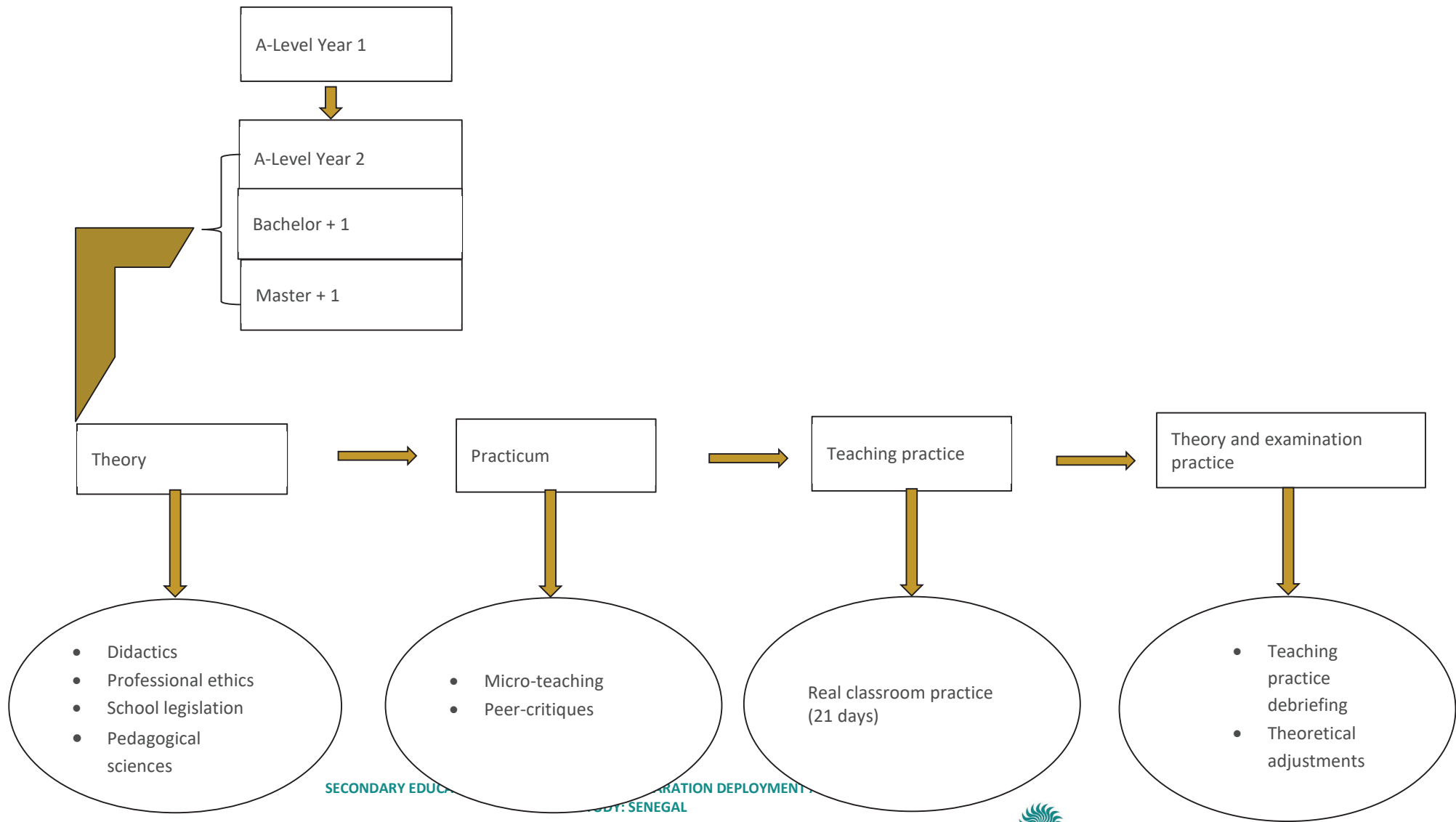
courses converge towards teaching. Three components are discernible: content for the mastery of subject matter, subject matter didactics for the transposition from academic knowledge into pedagogy and the practicum. Finally, the most common model of preparation is the so-called 'concurrent' model (OECD, 2005), whereby programmes related to subject knowledge and teaching skills are taught more or less simultaneously. Figure 1 is an attempt to capture course design durations and components at FASTEF. It shows the variation in course durations according to entry level. A-Level holders spend two years in the training institution, the first dedicated to enhancing subject matters' knowledge, whereas Bachelor's and Master's enrol for one year.

Course programmes depend on the school subjects candidates specialise in, which is not the case at primary education where teachers are supposed to have sound knowledge in all subjects taught in the curriculum. 'Arts' subjects include philosophy, languages, history and geography. 'Science' subjects include physics, mathematics and biology. Programmes train holders of A Levels and CEAP future teachers for subject matter polyvalent teaching – this means that they are entitled to teach two subjects in arts or in sciences after completion of their ITE courses. The Bachelor of Arts and Master's degree holders are monovalent because they are required to be trained to teach only one school subject either in arts or sciences. There is no BEd or MEd per se in the Senegal ITE system. As shown by Table 2 above, teacher professional qualifications are granted at training completion.

The practicum involves sessions of microfilmed lessons and peer critiques involving trainees and trainers, and in-school practice teaching involving practicing teachers.

Formal and compulsory practicum packages are offered. They are based on mentoring the trainee teachers, and are enacted by the supervisory staff to consolidate their hands-on training during their ITE. However, it is worth noting that the quality of supervision varies, and the poor quality of much of this experience is recorded in numerous assessment reports at the end of teachers' practicum.

Figure 1: FASTEF ITE course design

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┌─────────────────────┐
│  A-Level Year 1     │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│  A-Level Year 2     │
├─────────────────────┤
│  Bachelor + 1       │
├─────────────────────┤
│  Master + 1         │
└─────────────────────┘
```

Theory	→	Practicum	→	Teaching practice	→	Theory and examination practice

Theory
- Didactics
- Professional ethics
- School legislation
- Pedagogical sciences

Practicum
- Micro-teaching
- Peer-critiques

Teaching practice
Real classroom practice (21 days)

Theory and examination practice
- Teaching practice debriefing
- Theoretical adjustments

ITE ends with the submission of a pedagogical dossier in the form of a paper whose mark is recorded in the final results of training. In this context, differences between programmes for upper- and lower-secondary teachers are a question of subject matter dosage in terms of content knowledge which is higher for upper secondary school teachers. In Senegal, only 26% of teachers hold a professional certificate as detailed in Table 2, or degree suitable for lower- and upper-secondary education (PAQUET-EF 2013-2025). One of the objectives of the Quality, Equity and Transparency Improvement Programme (PAQUET) is to "Strengthen the productivity of teaching and non-teaching staff," and Decree No. 2011-625, which establishes the *Centre régional de Formation de Personnel de l'Education* (CRFPE), will help to redress this situation of under-qualification through CPD activities.

Induction

Newly-qualified (NQTa) secondary school teachers serve as contract teachers for a two-year probationary period. The induction phase for NQTs with CAEM is clearly spelt out: they require state certified qualifications, they are assigned in the Middle Education as contract teachers for 2 years of probationary period. After completion of the induction period, they enter into the professional category of Middle-school teachers and acquire an open-ended appointment.

Similarly to practicum, formal and compulsory induction packages based on mentoring the beginner teachers are enacted by the supervisory staff to consolidate hands-on training during their ITE, but the duration lacks consistency. It also varies according to supervisory staff availability. There is no induction for unqualified teachers drafted in to fill gaps.

Licence to practice

There is no licence to practice. According to interviews conducted for this study, teacher unions are opposed to the formal licensing of teachers following qualification. In the absence of a formal licence, there is a government policy that requires all prospective public civil servants, newly-qualified teachers included, to take a test that grants them access to public service. Once candidates pass the test they are allowed to practice.

Despite the current absence of teacher licenses, the regional body - Economic Community of West African States (ECOWAS) – are spearheading regional frameworks which Senegal looks set to implement in the future. Among the reforms being discussed at present are teacher qualifications frameworks and regulatory bodies for the profession. It is expected that licence to practice will be among the reforms instituted in Senegal in the near future, following other West African states such as Ghana and Sierra Leone.

Teacher performance management

The Senegalese education system has two categories of school inspectors: specialty inspector (IS) and school life inspectors (IVS). The IS are specialised inspectors (for each school subject) and are responsible for coaching and evaluating lower and upper secondary teachers' competencies. The most common assessment consists of classroom observations by the head teacher and the regional and local education authorities. Four criteria are applied on this occasion: knowledge of subject matter, teaching methods, methods of learner evaluation and school performance.

The IVS are mostly in charge of controlling and coaching school principals. Their visit frequency is at least once a year. It is limited to providing guidance, assessing schools' needs and trying to address them as time and financial means allow.

Specialty inspector-teachers (IS) ratios are about 1:150. The overstretched inspectors have to cover teachers at both lower and upper secondary schools. To manage teacher performance, the IA (academy inspector) in their capacity as regional coordinator of all teachers, places all speciality and school life inspectors in a pool called IEMS (these are inspectors of lower and upper secondary teachers) and dispatches them to respond to requests by the district inspectors (IEF) in terms of control and teacher management needs. They also have feedback and mentoring functions. The IEFs create tools to report on teachers' progress and school management status. Appendix 4 shows one such instrument, the Teacher Performance Evaluation Grid, which assesses teacher activity in 7 domains: Foundations, Learner Centrality, Professional Practice, Professional Development, Leadership and Ethics.

Continuing Professional Development

An elaborate system of national and regional structures offer CPD programmes to teachers. Central to these activities in each of the 14 regions is the Regional Centre for the Training of Educational Personnel – the CRFPE. The CRFPE provides ITE for prospective teachers at primary schools and also intervene to correct malfunctions resulting from recruiting thousands of contract teachers without initial training and career prospects at all levels of schooling by carrying out CPD programmes. The CRFPE action is not geared towards the Performance Management data but rather towards capacity enhancement based on information from IEF and IS.

CPD activities are currently implemented through two types of clusters: the ones at school level are called 'pedagogical clusters' for teachers teaching the same subject matter, while the 'mixed clusters' gather teachers from different schools around pedagogical or institutional reforms or innovations affecting teaching and learning in general. Pedagogical clusters in middle education constitute experience-sharing frameworks, practical peer teaching and lesson plan presentations.

The frequency of clusters' meetings vary according to topics and the dynamism of the team members as well as the availability technical support.

At the beginning of the year, clusters define an action plan and select teachers willing to make presentations. The themes generally deal with methodology, assessment, classroom management and pedagogical innovations. The clusters are run by trainers based at the CRFPE. They are in charge of:

- organising and conducting training sessions;
- ensuring training session follow-ups;
- research studies;
- contributing to the reinforcement of in-service education and training (INSET) frameworks in schools; and
- coordinating, in collaboration with different clusters, actions related to CPD.

In addition to these governmental programmes, CPD is supported by non-governmental organisations (NGOs) and donor agencies. The most significant of these, include the Senegal Quality and Equity of Basic Education, supported by the World Bank, although much of the programme's focus is on improving the quality of basic education, with a relatively minor component aimed at teachers of mathematics and science at secondary level. The Japan International Cooperation Agency (JICA) is also supporting the Senegalese government's programme for the professional development of mathematics teachers, while UNESCO has developed an extensive teacher development programme at the level of basic education (UNESCO, 2014b). Most of these CPD activities escape CRFPE coordination. Only some initiatives involve the CRFPEs.

Institutional dialogue to coordinate ITE and CPD and achieve educational goals is an issue. Although key educational stakeholders admit that their various mission statements clarify their roles and responsibilities assigned to each one of their institutions, unclear hierarchical relationships in the management of Teacher Education and CPD lay the ground for untold competition and misunderstandings. The situation is exacerbated by the absence of institutional dialogue to coordinate ITE and CPD and achieve goals for schooling and teacher education. Let us note that Senegal has subscribed to the Sustainable Development Goal 4 and in particular to Teacher Target 4.c:

> *"By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States."*
>
> *UNESCO, 2015: 21*

An important avenue to achieving SDG 4.c lies in the coherence between goals for educating young Senegalese and teacher education provisions. Lack of coordination between the many actors catering for CPD under the umbrella of the Ministry of Education (MEd), on one hand, and FASTEF at the university level and under the umbrella of the Ministry of Tertiary Education and Research (MESR), on the other, hamper the smooth provision of ITE (Figure 2).

Figure 2: ITE and CPD Institutions Coordination
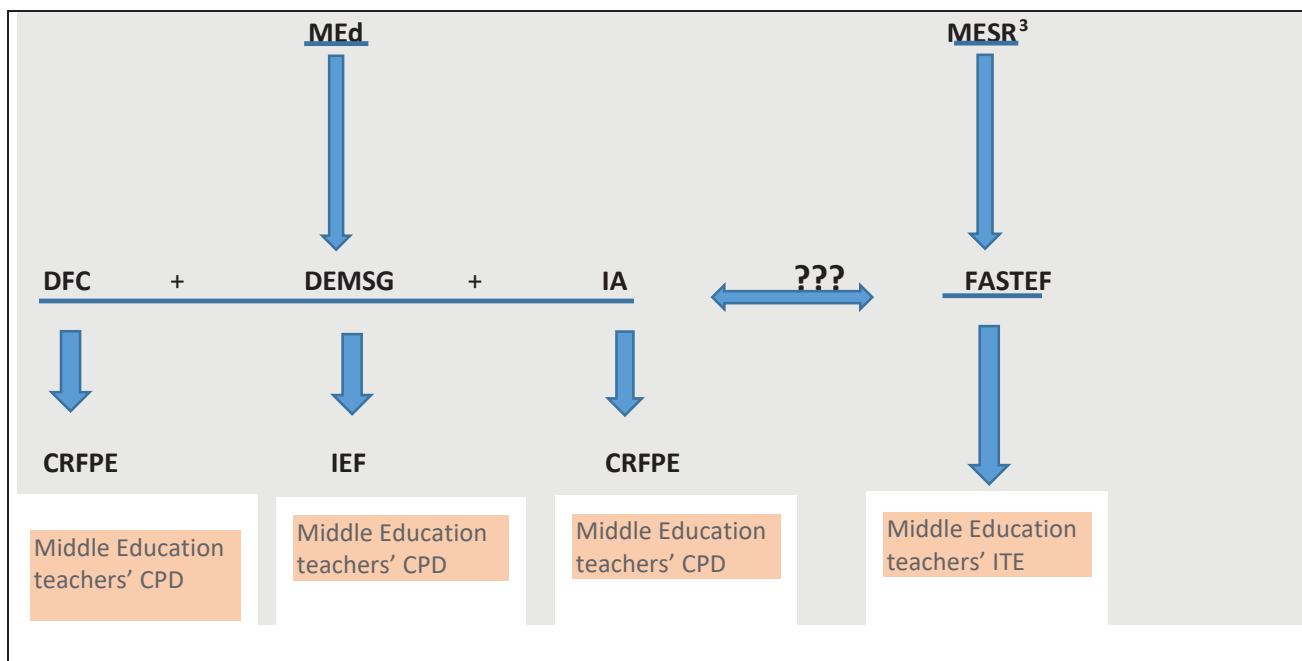
The question marks are calls for institutional dialogue between FASTEF as provider institution of trained teachers and DFC, DEMSG and IA as user institutions.

Promotion

There is a mandatory probationary period for public school teachers before they can acquire an open-ended appointment (and this occurs only after they meet the criteria set for this purpose). The probationary period lasts two years. Once the open-ended appointment is granted, teachers are promoted every two years (subject to other criteria for their advancement in terms of career ladder and salary scale).

Teachers in Senegal can also compete to be promoted to school leadership positions after demonstrating good teaching skills, and when positions are available. This competition is run by a software application called Mirador – a system which has generated a lot of interest among other

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[3] MESR : Ministry of Tertiary Education and Research

West African Francophone countries. Promotion is not dependent on specialist qualifications, but on their performance within a professional category (Table 2).

Conclusion

What we have called a 'best practice model' in teacher preparation, deployment and support is condensed from the Literature Review (Taylor and Robinson, 2018; see Appendix 1) which provides the framework for our study of secondary level teacher education in sub-Saharan Africa. It is from the perspective of this model that we attempt to answer the following questions:

- Given the constraints of finances and institutional capacity, how should teacher education in sub-Saharan Africa proceed?

- In particular, how should Senegal proceed in crafting a teacher policy best suited to placing the school system onto a high-performing trajectory?

A number of countries and smaller jurisdictions have managed to effect revolutions in their school systems, lifting them from situations of low-performance/high-inequity to efficient producers of quality education which reduces inequality of opportunity across society. While conditions in SSA countries are very far from those which pertain in high performing systems, in many of the latter this has not always been the case, and where reform has been successful it has often occurred under initial conditions of resource deprivation and taken at least a generation of dedicated and coordinated effort to achieve. The principal components which contribute to these outcomes are:

1. the selection of the best graduates from the school system into ITE programmes;
2. intensive pre-service education in disciplinary and pedagogic knowledge accompanied by extensive in-school work under experienced mentors;
3. a focus on continuous in-service education which is linked to teachers' daily work, and coordinated by curriculum leaders within the school; and
4. a management and promotion regime which systematically identifies, nurtures and rewards talent in the allocation of leadership responsibilities.

These factors are not all of the same status, with the latter two being path dependent on the first two. The first priority must be to improve the quality of ITE, through a combination of points 1 and 2 above. This is because subsequent steps are dependent on the existence of well-educated and experienced curriculum leaders and administrators in schools and higher levels of the system, able and willing to mentor and guide younger teachers, coordinate meaningful CPD within and across schools, and identify and develop the best candidates as future leaders. Building a high-performing system is a slow process, taking several decades to achieve, as a critical mass of competent educators builds up in the system.

We suggest that there are three main areas of focus which, our theory predicts, are likely to exert maximal leverage in effecting a sea change in low-performing school systems: strengthening ITE through better selection of student teachers and more intensive education in both disciplinary and pedagogical knowledge; supplementing the focus of ITE with a vision of teaching as a life-long career which requires continuous and effective professional development; and building career paths which make optimal use of talented educators in leadership and support positions.

Improving the quality of ITE candidates and programme content

The quality of ITE candidates shapes a lot of what teacher educators can achieve, and the types of teachers that eventually end up in classrooms and leadership positions in the system. It is, therefore, important that enough teachers are trained, that those teachers have strong literacy skills in the language of teaching and learning as well as a solid foundation at least in the subject matter that they will be expected to teach. Selecting students into ITE programmes on the basis of academic skills and motivation are a very important starting point for improving the quality of ITE. In some African countries, there may simply not be enough qualified graduates to merit entry into ITE. In these cases, we suggest that provision be made to build academic literacy and re-teach these teacher trainees the high school curriculum content, before they progress to teacher training: evidence shows that the content of ITE will have limited effect if subject matter has not previously been acquired.

Anecdotal evidence indicates that this is the case in Senegal where students leave school with poor foundation skills. Moreover, in response to rapidly growing learner numbers at primary and secondary levels – for which Senegal deserves strong commendation – the country (along with a number of Francophone countries in sub-Saharan Africa) has adopted a particular model of teacher education. This consists of around half of new secondary teachers receiving formal ITE, and the remainder receiving little training, but being boosted by CPD offered by a host of national and regional inspectors. This is not an ideal model, because most students exit school with under-developed knowledge resources and require the kind of extensive immersion in the disciplines required to build foundation literacy and numeracy skills to equip them to offer teaching of a reasonable standard. Such immersion is only possible during intensive degree-level ITE programmes, and this is especially so for secondary school teachers.

Moreover, recruiting teachers through the low training/low salary route, as the country has been doing for over a decade, while an understandable response to the rapid growth in learner numbers and severe financial constraints, is a serious inhibition to building quality in the system. It is imperative that all possible approaches to changing this policy be investigated, in the interests of training all teachers through an intensive phase of full-time ITE preparation.

Changing the fast-track model of teacher education will not be easy, and a particular constraint will be the competing demands on the country's fiscus. In this regard, the histories of a number of

formerly poverty-stricken countries who prioritised education – and initial teacher education in particular – as a key part of a successful national development plan are instructive. Excellent ITE is central to excellent teaching, which equips learners for work and personal development, and also effects efficiency savings through the reduction of grade repetition and drop-out rates throughout primary, secondary and tertiary levels. In short, one of the most important reforms that the country should aim for is to improve access to formal ITE.

A number of approaches can be taken to improve the number and quality of ITE applicants. At the most basic level, teaching conditions can be improved. This would involve increasing teacher salaries, reducing class sizes, improving teacher housing etc. However, we recognise that these are structural issues which require large amounts of financing, and which may not be realistic at this stage in the development of many sub-Saharan African education systems. A number of sub-Saharan African countries struggle to pay teachers a living wage, let alone finance their education and promotions. Targeted donor support is making a difference but sustainability can only be achieved by a growing fiscus. Senegal spends more per capita on education than most low-income countries, but our research indicates that these funds would gain greater traction if the implemention of policies is carried out more efficiently.

While a certain threshold of funds is necessary to achieving an acceptable standard, research evidence indicates that the availability of funds does not guarantee success, and that teacher salaries, while comfortable, are not elevated compared with professionals at a similar level of education and responsibility. It seems that a successful school system is a necessary but insufficient condition for national development and must be accompanied by and support an economic strategy tailored to optimising the natural and strategic resources of the country. Most important, once the economy picks up, it generates additional funds for social spending, and in particular for education. Success breeds success in a virtuous cycle.

Once they have been selected into ITE, it is important to provide students with the highest quality of disciplinary studies, familiarity with the research literature on teaching and extensive school experience under the mentorship of experienced and dedicated teachers. Regarding the content of ITE programmes, there is strong evidence that teacher development is more likely to improve student learning outcomes if it increases teachers' understanding of the content they teach, how students learn that content and how to represent and convey that content in meaningful ways.

In addition to expanding the provision of ITE and improving quality, a related priority concerns the teaching practice component: according to reports by subject inspectors (IEMS), the pedagogical component of the BA and Master's graduate ITE candidates does not adequately prepare new teachers, and they need to be supported by the IEMS when they assume positions. Available reports indicate that teaching practice is inadequate, too limited in duration, problematic in terms of supervision and inconsistent in respect of the amount and quality of feedback and assessment.

A number of interviewees were of the opinion that the country needs to develop a strong school-level mentoring mechanism that will be backed-up by an external one.

Continual Professional Development as standard practice

There is wide agreement in the research literature that ITE and CPD should be integrated into a continuum which supports teachers' capacity throughout their careers. However, the two serve different purposes and are not interchangeable: ITE provides teachers with a solid base of the knowledge and the skills that they will need for their task, while CPD allows them to update their knowledge and skills, and to adapt these to changes in the teaching environment.

Although there is consistency and coherence in the government's vision for schooling and teacher education in Senegal, and these are clearly spelt out in policy and strategic documents like the *Programme d'Amélioration de la Qualité de l'Equité et de la Transparence* (PAQUET), the *Projet d'amélioration de la qualité et de l'équité de l'éducation de base* (PAQEEB) [Equity Quality Improvement Project in Basic Education] and the Ministry General Policy Letter, hitches appear when it comes to coordinating training activities to achieve policy goals. According to FASTEF, there is insufficient coordination between the Directorate of Training and Communication (DFC), responsible for policy matters, the universities who educate teachers and the inspectorate who manage teachers.

Account needs to be taken of the research findings that CPD in the form of short workshops has little effect on teaching practice, and that an effective programme should last at least for several days, it must be subject-matter specific, and its content and emphasis must be articulated taken into account the instructional goals and the challenges faced by the school in which the teacher is working.

Furthermore, there is a growing realisation that, in addition to subject-focused study, an important form of CPD places the work of the school at the centre of the programme and is designed around the challenges teachers face in their classrooms. Research indicates that programmes that are linked to specific school needs are more effective, especially activities based on demonstration and peer-review. School-focused CPD provides opportunities for synergies to develop among the teachers and the staff of the school. Teamwork of this kind has also been found to improve teachers' sense of job satisfaction, which in turn reduces teacher attrition.

In the best performing systems that have a rigorous and lengthy ITE programme, CPD forms an integral part of a teacher's career, and is linked to issues of motivation and career progression. In the case of sub-Saharan Africa, where significant numbers of teachers are unqualified, CPD might fulfil an additional function. In this context, CPD might be essential for helping teachers become qualified, and equipping them with the approaches that they would have received from ITE. Again, we emphasise that this is not the approach that we would advocate. However, the number of

unqualified teachers is a reality, and it is not a problem that will be solved by simply removing them from the classroom. But this will require substantive courses, for which teachers could perhaps be given time off to attend, and combine face-to-face instruction and support by distance. CPD in this context should help teachers work towards a qualification in a way that is connected to their work in the classroom. At its most basic level, this might involve helping teachers to learn the content knowledge that they are expected to teach, as evidence shows that many teachers, particularly in mathematics and science, could not pass high school examinations. Only once a threshold of content knowledge has been grasped can pedagogical content knowledge, and an understanding of how to teach be developed.

A final point on educator professional development concerns quality assurance. Programmes which appear to be well designed and follow a set of standards do not necessarily lead to knowledgeable and skilled teachers. A number of research studies show that this is certainly the case in South Africa, while anecdotal evidence indicates that senior officials interviewed during the present study feel that this is the case in their respective countries, including Senegal. In recognition of this problem, in half of the OECD countries, a teacher education qualification is not sufficient to get a certification to teach. In these countries aspirant teachers have to pass a competitive exam to be certified and enter the profession. A sub-Saharan example is offered by Uganda's National Teacher Policy, which makes provision for teacher licensing, which provides space for assessing teachers' knowledge and skills prior to employment, while the South African Council for Educators is considering instituting a certification step prior to full registration.

Improving the management and support of teachers

Improving teacher motivation is essential both for the status of the teaching profession, as well as the rates of teacher retention. We have argued that teacher motivation isn't necessarily linked to higher salaries or raises. As such, it does not necessarily require a significant investment of financial resources, but is improved by clean and well-maintained school environments, supportive school leadership, a management system that rewards good teaching practice and punishes poor teaching practice and a promotion framework which is transparent and offers room for personal growth.

Senegal has a system of teacher assessment that is comprehensive in scope (see Appendix 4), but erratic in application, signalling a missed opportunity to make best use of available educator talent. Another area of concern is that there is no teacher competency framework to guide ITE, certification and CPD, and the development of such a framework could go some way in facilitating coordination between the functions of policy development, teacher education and teacher management. A competency framework would spell out what teachers need to know and should be able to do and set out the professional ethics required of teachers. National professional standards will build the cornerstones of further national qualifications frameworks (NQFs) for

teachers, which in turn will provide a clear reading grid for ITE competency frameworks and contribute to solving certifications and career management problems. Some work in this area has been done by UNESCO, which endowed the ECOWAS region with an outline of regional qualification frameworks (RQFs).

Finally, a number of interviewees stressed the need to organise promotion, which is currently determined by administrative procedures, along more objective lines which recognise expertise. Once teachers are admitted into a professional category, job security and career ladder-climbing within that category are more or less guaranteed. Currently in Senegal interviewees report that the assessment criteria are inconsistently applied, and many inappropriate candidates are appointed.

The three reforms described above are dependent for their successful implementation on strong institutional capacity rather than financial capacity, and so require system management and sufficient human resources to achieve. Building these resources requires systematic and consistent policy over an extended period: in successful system school leadership is something which teachers prepare for through CPD, and which is earned through demonstrated competency in the classroom. School leaders who have been selected on this basis are more likely to be supportive of good pedagogy and teacher development, rather than simply see themselves in an administrative capacity. They are also more likely to be respected by their staff members for their expertise in teaching. The same principles should be applied in appointing teacher mentors and other curriculum leaders within the school, and subject advisors and school inspectors at higher levels of the system.

Any thorough-going reform initiative of the kind envisaged above requires a long-term view – of at least two decades – in which the different components of teacher preparation and deployment discussed in this report are carefully aligned and rolled out. It will take time before efficiency gains through better teacher education begin to provide the dividend required to address financial constraints, but in the meantime, much more can be done with what exists. Both the more efficient use of resources and building smart institutional capacity are dependent on good governance, and without the political will to exercise it no reforms are possible.

ACKNOWLEDGEMENTS

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Appendix 1: Research products

The investigation into the education and support of secondary school teachers in SSA produced seven research reports:

1. **Literature Review**

Taylor, N. and Robinson, N. (2019). SECONDARY EDUCATION IN SUB-SAHARAN AFRICA: Teacher Preparation and Support. LITERATURE REVIEW

2. **Market Scan Report**

Robinson, N. and Taylor, N. (2019). SECONDARY EDUCATION IN SUB-SAHARAN AFRICA: Teacher Preparation and Support: MARKET SCAN REPORT

3. **Four Case Study Reports:**

Adotavi, J. & Taylor, N. (2019). SECONDARY EDUCATION IN SUB-SAHARAN AFRICA: Teacher Preparation and Support. CASE STUDY: SENEGAL.

Arinaitwe, J., Taylor, N., Broadbent, E., and Oloya, C. (2019). SECONDARY EDUCATION IN SUB-SAHARAN AFRICA: Teacher Preparation and Support: CASE STUDY: UGANDA.

Taylor, N. and Robinson, N. (2019). SECONDARY EDUCATION IN SUB-SAHARAN AFRICA: Teacher Preparation and Support. CASE STUDY: SOUTH AFRICA.

Uwase, J. & Taylor, N. (2019). SECONDARY EDUCATION IN SUB-SAHARAN AFRICA: Teacher Preparation Support. CASE STUDY: RWANDA.

4. **Overview Report**

Taylor, N., Deacon, R. and Robinson, N. (2019). SECONDARY EDUCATION IN SUB-SAHARAN AFRICA: Teacher Preparation Support. OVERVIEW REPORT.

Appendix 2: Research questions

A set of research questions was formulated to probe policies and practices in each of the eight areas of interest:

1. **Selection into ITE:**

   - What criteria are applied in selecting prospective teachers into ITE programmes?
   - What is known about the knowledge and skills they bring from school?

2. **ITE institutions**

   - What kinds of institutions train teachers (colleges/universities/schools)?
   - What are the delivery modalities (face-to-face/distance/mixed)?
   - What is the size and shape of the ITE system in terms of:
     - number of institutions;
     - enrolment numbers, through-put and drop-out rates, number graduating;
     - spend per teacher on teacher training;
     - the nature and extent of financial support offered to students;
     - percentage of the education budget allocated to teacher education; and
     - regional differences in provision and capacity?

3. **The nature and content of ITE programmes:**

   - Describe the content of ITE courses in terms of the subject mix, the balance between content and pedagogical knowledge, the breadth and depth of subject content addressed, the pedagogical strategies advocated, and the nature of the teaching practice component.
   - Are there differences between programmes for upper and lower secondary teachers? If so, how do they differ?
   - Describe the content of the various programmes.
   - To what extent are academic support programmes offered to assist learners with poor school results?
   - If these academic support programmes are offered, what is the nature of these programmes and what are their success rates?
   - What kinds of qualifications are offered (degree/diploma, length of study)?
   - How is assessment done?
   - What are the through-put rates and graduation numbers?

4. **Induction**

- Is there a formal induction process? If so, what is its nature?
- Are the schools used for induction selected? What about mentors?
- Do teachers feel they are adequately prepared for teaching in the schools in which they are placed, not only during formal induction (if this exists) but also during their first school placement as a certified teacher?

5. **License to practice**

- Is there a formal licensing process?
- If so, who undertakes this?
- How are prospective teachers assessed?

6. **Performance management of teachers**

- Is there a formal performance management system?
- If so, how does it work?

7. **Continuous Professional Development (CPD)**

- Is CPD formal (in terms of teachers being required to acquire CPD points over a certain period) or is it ad hoc?
- If CPD is formal, how does it work, and is it linked to re-licensing?
- What types of programmes are typically offered (in-school/out-of-school, length, frequency, content)?
- Are these programmes research-based? If so, describe kinds of research evidence available and the findings.
- Describe the content and duration of the various programmes.

8. **Promotion**

- Does promotion depend on further training?
- If so, what types of training programmes are required (qualification types, content, duration)?If not, how are teachers promoted into leadership positions?

Appendix 3: Key actors interviewed

Name	Position	Contacts
Mr Ibou Ndiathe represented by Mr Sy	Director of Human Resources at the Ministry of National Education	ibou.ndiathe@education.gouv.sn Telephone: 773693369
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Mr Saliou Sall	Director of CRFPE Dakar/Rufisque	saliousall@gmail.com Telephone : 775555662
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Appendix 4: Teacher Performance Evaluation Grid

République du Sénégal
Ministère de l'Éducation nationale

Grille d'évaluation des normes de performance du professeur de collège

DOMAINE 1 : CONNAISSANCES FONDAMENTALES

Connaissance 1.1 : Le professeur connaît-il les programmes ? Maîtrise-t-il les contenus à enseigner et les connaissances de base nécessaires à l'enseignement de sa discipline ?

Critères	Indicateurs	Oui	Non	Descripteurs
1.1.1 Connaît les programmes	Dispose des programmes en vigueur			Journal de bord - Compte rendu d'observation du Professeur - Compte rendu d'entretien avec le Professeur -
	S'est approprié les instructions formulées dans le document programme			
	S'est approprié les contenus disciplinaires			Rapport d'inspection / de visites de classes
	S'est approprié les compétences et objectifs du programme			– Fiche de préparation
	Sait établir les liens entre les attentes du programmes et les ressources et technologies disponibles			- Cahiers d'élèves – Cahiers de textes
1.1.2 Connaît les éléments de base nécessaires à l'enseignement de sa discipline	Possède les connaissances fondamentales de sa discipline			Journal de bord - Compte rendu d'observation du Professeur - Compte rendu d'entretien avec le Professeur
	S'est approprié les méthodes d'enseignement propres à sa discipline			
	Sait établir les liens de sa discipline avec les autres matières enseignées à l'élève			Rapport d'inspection / de visites de classes – Fiche de préparation (sources documentaires)
	Sait comment mettre en œuvre les applications de sa discipline dans la vie courante			Procès verbal des rencontres des cellules interdisciplinaires - Procès verbal des conseils d'enseignement -Fiche de préparation - Productions de recherches – Cahiers d'élèves
1.1.3 Connaît les éléments de base de la didactique de sa	S'est approprié l'histoire de discipline			Fiche de préparation – Documents et productions de recherches

discipline	S'est approprié les concepts de base de la didactique de sa discipline			Compte rendu d'observation du Professeur - Compte rendu d'entretien avec le Professeur - Rapport d'inspection / de visites de classes – Outils et supports utilisés - Fiche de préparation

Connaissance 1.2 : le professeur connaît-il les principes et théories de l'éducation, de la recherche et de l'évaluation ?

Critères	Indicateurs	Oui	Non	Descripteurs
1.2.1 Connaît les théories **de l'éducation**	S'est approprié les théories psychologiques et leur implication dans l'enseignement-apprentissage			Compte rendu d'entretien avec le Professeur
	S'est approprié les théories de l'apprentissage et les méthodes d'enseignement			Fiche de préparation
	Comprend les dimensions sociologiques du système d'enseignement-apprentissage			Cahiers d'élèves – Cahiers de textes
	Sait comment utiliser les TIC dans l'enseignement-apprentissage			Journal de bord
	Connaît les principes d'utilisation des TIC dans l'éducation			supports utilisés - Fiche de préparation
1.2.2 Connaît les éléments **de base de la recherche**	S'est approprié les procédures de recherche-action			Fiche de préparation - Journal de bord
	Comprend l'intérêt de la recherche dans l'amélioration de l'enseignement-apprentissage			Productions de recherches - Rapport d'inspection / de visites de classes
1.2.3 Connaît les méthodes **et fonctions de l'évaluation**	S'est approprié les fonctions et méthodes de l'évaluation			Fiche de préparation - Journal de bord -
	Sait construire des items d'évaluation congruents avec les objectifs et compétences du programme			Sujets d'évaluation – Cahiers d'exercices – Copies d'élèves corrigées

Connaissance 1.3 : le professeur connaît-il le cadre institutionnel de l'école ?

Critères	Indicateurs	Oui	Non	Descripteurs
1.3.1 Connaît les textes qui **régissent le système éducatif**	S'est approprié la législation scolaire			Procès verbal des conseils de gestion - Procès verbal des rencontres des cellules - Procès verbal des assemblées générales – Correspondances administratives – Textes réglementaires – Ordre de service d'affectation
	S'est approprié les règles et les principes de fonctionnement du système éducatif			– Dossier administratif de l'enseignant – Procès verbal de réunions de clubs - Notes de service
	S'est approprié les orientations stratégiques du sous secteur de l'enseignement moyen			
1.3.2 Connaît ses droits et	Comprend le fonctionnement de l'établissement			Emploi du temps – Procès verbal des rencontres à l'école – Procès verbal d'entretiens avec le professeur - Journal de bord - Rapport d'inspection / de visites de classes Notes de service – Ordres de service -
	S'est approprié les missions qui lui sont assignées			

obligations	S'est approprié ses droits			Textes réglementaires

DOMAINE 2 : CENTRALITE DE L'ELEVE

Compétence 2.1 : le professeur utilise-t-il sa connaissance des caractéristiques des élèves dans les situations d'enseignement ?

Critères	Indicateurs	Oui	Non	Descripteurs
2.1.1 s'intéresse au caractère de l'élève	Identifie chaque élève			Fiche de renseignement pour chaque élève
	Accompagne l'élève dans son projet personnel			Projet personnel de l'élève (document) – Journal de bord – Portfolio de l'élève
	S'informe sur les attentes et les motivations de chaque élève			Journal de bord
	S'intéresse au caractère de chaque élève			Rapports d'entretiens avec le professeur - Rapport d'inspection / de visites de classes
	S'intéresse aux relations de l'élève avec ses camarades et avec la communauté éducative incluant les enseignants, le personnel administratif, technique et de service, ainsi que les parents			Procès verbal des entretiens et des rencontres avec les élèves, les enseignants, le personnel et les parents
2.1.2 adapte ses méthodes pédagogiques aux différents styles et rythmes d'apprentissage	Organise ses élèves en travail individuel ou de groupe			Fiche de préparation - Cahier de textes - Rapport d'inspection / de
	Tient compte des préférences ou des aptitudes de l'élève			visites de classes – Carnets de notes du professeur – Cahier de l'élève
	Adopte une pédagogie différenciée			– Journal de bord - Rapports des travaux des élèves –
	Organise l'apprentissage autonome de ses élèves			Supports audiovisuels et écrits - Fiche de préparation -
	Alterne les illustrations visuelles, verbales et écrites.			Journal de bord - Rapports d'entretiens avec le professeur
2.1.3 adapte ses méthodes pédagogiques aux différen-ces culturelles, spirituelles, langagières, familiales selon l'origine des élèves	Evite les stéréotypes et les préjugés sur les élèves			- Rapport d'inspection / de visites de classes –
	Tire ses exemples du vécu des élèves			Compte rendu d'observation du Professeur - Supports (graphiques,
	Utilise un niveau de langage accessible aux élèves			textes, documents audiovisuels) – Cahier de l'élève
2.1.4 adapte son enseignement au rendement de l'élève	Ajuste le rythme du cours au niveau d'attention et de performance des élèves			Fiche de préparation (anecdotes, jeux, brise – glace, pauses...) Journal de bord – Compte rendu d'observation
	Décèle les forces et les faiblesses de l'élève en rapport avec le processus d'enseignement apprentissage			du professeur
	Régule son enseignement en tenant compte du rendement de l'élève			Compte rendu d'entretiens avec le professeur
2.1.5 identifie les besoins	Identifie les élèves à besoins spéciaux			Fiche de renseignement sur les élèves - Journal de bord -

	Tient compte des besoins spéciaux dans la disposition de la classe			Compte rendu d'observation du Professeur - Compte rendu d'entretien avec le professeur - Rapport d'inspection / de visites de classes – Plans
spéciaux de l'élève pour leur prise en compte				
dans son enseignement	Tient compte des besoins spéciaux dans le déroulement du cours			de classe – Fiche de cours avec activités liées aux besoins spéciaux
	Collabore avec les services de l'école et ceux de la communauté pour faire face aux besoins spéciaux de l'élève.			Procès verbal de rencontres avec les services ad hoc

Compétence 2.2 : le professeur utilise-t-il différentes stratégies pour aider l'élève à être acteur de la construction de son savoir ?

Critères	Indicateurs	Oui	Non	Descripteurs
2.2.1 suscite chez l'élève l'enthousiasme et le plaisir d'apprendre	Encourage l'élève à participer activement au cours			Compte rendu d'entretiens avec le professeur - Journal de bord -
	Aide l'élève à prendre conscience de ses capacités			Compte rendu d'observation du Professeur (fréquence des accueils favorables aux interventions des élèves, renforcements positifs, fréquences des questions
	Aide l'élève à faire preuve de curiosité à élaborer et à utiliser des stratégies appropriées de recherche et de traitement de l'information			posées par les élèves) - Rapport d'inspection / de visites de classes – Rapports de recherches, textes d'exposés – Fiches de lecture
	Encourage l'élève à se surpasser et à viser l'excellence			Compétitions (olympiades, génie en herbe…)
	Incite l'élève à utiliser, pour sa formation, les TICE			Répertoire des sites suggérés – Documents produits par les élèves
2.2.2 incite l'élève à réfléchir sur ses stratégies d'apprentissages et à les modifier au besoin	Fournit à l'élève une rétroaction sur son apprentissage			Check-list d'autoévaluation
	Aide l'élève à identifier et corriger ses erreurs et à consolider ses acquis			Tableau de progression des élèves
	Demande aux élèves de réfléchir et d'échanger sur les tâches à accomplir			Production des groupes de travail d'élèves (exposés, rapports)
2.2.3 aide l'élève à lier l'apprentissage à sa propre expérience de vie	Illustre et fait illustrer son cours avec des exemples tirés du contexte			Fiche de préparation – Supports (graphiques, textes, documents audiovisuels) – Journal de bord – Cahier de l'élève
	Associe les élèves à l'élaboration de supports de cours			Productions d'élèves (rapports d'activités préparatoires, activités
	Fait transférer les acquis dans des situations de vie réelle			extra muros…) - Interventions de personnes ressources - Code de
2.2.4 communique à l'élève ses résultats en termes de progression par rapport à lui-même et par rapport à la classe pour susciter une	Partage le code de correction avec ses élèves			correction - Dossier exhaustif sur les résultats et du groupe Classe –
	Rend compte régulièrement à chaque élève de ses résultats et de ceux de la classe			Bulletins et relevés de notes – Carnets de notes – Portfolio d'élève – Entretiens professeur/élèves – Fiches d'autoévaluation – Corrigé – Plan de correction
saine émulation	Partage les annotations sur la copie avec l'élève			Copies des devoirs

Compétence 2.3 : le professeur utilise-t-il sa connaissance des finalités de l'éducation et des stratégies appropriées pour former un citoyen agent de développement ?

Critères	Indicateurs	Oui	Non	Descripteurs
2.3.1 aide l'élève à mieux connaitre **son patrimoine culturel, à accepter sa propre identité et à développer** **l'estime de soi**	Fait référence au patrimoine culturel de manière positive			Documents relatifs au patrimoine culturel
	Engage les élèves dans des recherches sur le patrimoine culturel			Rapports de visites de musées et autres sites historiques - Rapports de recherche sur le patrimoine
	Valorise l'élève au sein du groupe			Distinction, récompenses (tableaux d'honneur, prix…)
2.3.2 encourage l'élève à de venir un citoyen actif et engagé	Amène l'élève à avoir le sens des responsabilités et à connaître ses droits et à assumer ses devoirs			Délégué ou responsable de classe, club, foyer socio-éducatif, gouvernement scolaire
	Encourage l'élève à s'engager dans des actions de développement durable au niveau de l'école et dans sa communauté			Projet d'établissement – Projet éducatif – Services communautaires

DOMAINE 3 : PRATIQUE PROFESSIONNELLE

Compétence 3.1 : le professeur développe – t – il des stratégies favorables à l'apprentissage ?

Critères	Indicateurs	Oui	Non	Descripteurs
3.1.1 communique à l'écrit et à l'oral dans la langue d'enseignement avec clarté et précision d'enseignement avec clarté et **précision**	Ecrit correctement les documents pédagogiques			Fiches de préparation – Devoirs – cahier de textes – Ecrits au tableau – Journal de bord –Compte rendu d'observations du professeur – Lettres – Correspondances – P V et rapports
	S'exprime correctement dans un langage accessible aux élèves			Rapports d'inspection / de visites de classes
3.1.2 prépare son cours	Utilise une fiche de préparation pour dérouler le cours			Fiches de préparation – Journal de bord
	Fabrique du matériel didactique			Supports didactiques -Fiches de préparation – Journal de bord
3.1.3 utilise des stratégies de gestion de **classe tenant compte des effectifs et de la** **diversité des élèves**	Planifie ses enseignements			Plan de cours – Plans de progression – Fiches de préparation
	Organise le temps et l'espace pour promouvoir la qualité de l'E - A			Plan de classe - Cahiers d'élèves - Rapport d'inspection /de
	Met en œuvre des techniques appropriées de gestion des groupes			visites de classes -Journal de bord - Fiches de préparation
3.1.4 recueille les besoins des élèves en **rapport avec les objectifs et les prend en** **charge**	Recueille les besoins des élèves			Fiches de préparation - Cahiers d'élèves - Journal de bord – Compte rendu d'observation
	Partage avec les élèves les objectifs d'apprentissage			
	Tient compte des besoins et attentes des élèves			

Critères	Indicateurs	Oui	Non	Descripteurs
3.1.5 utilise des stratégies d'évaluation **appropriées pour recueillir des données sur** **les performances de l'élève**	Partage les critères d'évaluation avec les élèves			Calendrier des évaluations
	Pratique l'évaluation formative			Fiches de cours – Fiche ou grille d'observation remplies
	Evalue les élèves selon des critères objectifs			Sujets d'évaluations – Copies corrigées d'élèves –
	Partage avec l'élève les appréciations mentionnées sur la copie			Courbe de notes – Portfolio des élèves – Journal de
	Tient un dossier exhaustif sur les résultats individuels et du groupe classe			bord – Registre des notes
3.1.6 utilise des stratégies de consolidation des acquis et de remédiation	Partage régulièrement avec l'élève la progression de ses apprentissages			Courbe de notes – Portfolio des élèves – Journal de bord – Notes et observations sur les entretiens individuels – Rapports d'inspection / visites de classes – fiches d'activités de
	Met en œuvre des activités de remédiation			remédiation – Cahier de textes – Cahiers des élèves
3.1.7 met en pratique une pédagogie inclusive et sensible au genre	Interroge et fait participer sans distinction de genre et de situation (handicaps et autres difficultés)			Fiches de préparation - Plans de classe – Support - Rapports d'inspection / visites de classes
	Partage avec les élèves les stéréotypes et préjugés relatifs au genre ou aux situations des élèves relevés dans les documents mis à leur disposition			Documents – Outils d'évaluation - Rapports d'inspection / visites de classes - Sujets des devoirs et interrogations
	Propose des évaluations ne privilégiant ni les garçons ni les filles dans les situations évoquées			
3.1.8 utilise des stratégies de gestion de classe, qui favorisent l'initiative, **l'autonomie et le sens de la responsabilité des élèves**	Donne des travaux individuels et / ou de groupe à faire en classe et / ou en dehors de la classe			Donne des travaux – Projets personnels des élèves – Travaux d'élèves
	Amène les délégués et les responsables de classe à assumer les tâches de gestion de classe			Rapports d'inspection / visites de classes - Liste des délégués et responsables de classe
	Veille au respect du règlement intérieur par les élèves			Règlement intérieur – Règlement ou code de vie de la classe

Compétence 3.2 : le professeur mobilise-t-il ses capacités d'innovation, de réflexion et diverses ressources pour améliorer sa pratique ?

Critères	Indicateurs	Oui	Non	Descripteurs
3.2.1 réfléchit sur sa pratique professionnelle	Tient à jour un journal de bord sur ses activités d'enseignement			Journal de bord
	Agit pour mieux répondre aux besoins du groupe et de chaque élève			
	Réactualise ses méthodes en s'appuyant sur diverses ressources			Fiches de préparation – Journal de bord
3.2.2 adopte des démarches innovantes en	S'informe sur les résultats de la recherche			Affiliation à un centre de ressources – Abonnement

s'appuyant sur les résultats de la recherche en didactique des disciplines et en pédagogie				à des revues spécialisées – Banques de données
	Met en œuvre des activités innovantes			Fiches de préparation - Cahier de textes – Supports utilisés – Journal de bord – Rapports d'inspection / de visites de classes
3.2.3 évalue les programmes de sa discipline	Identifie les points forts et les points faibles du programme			Productions sur l'évaluation des programmes (rapports d'appréciation) – Liste de recommandations sur les programmes
	Propose des recommandations appropriées sur les programmes			
3.2.4 intègre l'utilisation des TIC dans l'Enseignement	Utilise les TIC dans la préparation de ses cours			Supports utilisés – Fiches de préparation - Webographie
	Utilise les TIC dans la mise en œuvre de ses cours			Fiches de préparation – Matériels didactiques
	Utilise les TIC dans l'évaluation des apprentissages			Epreuves – Logiciels utilisés – Résultats du traitement des résultats
	Utilise les TIC dans le suivi – évaluation de ses enseignements			Dossier de suivi des enseignements

DOMAINE 4 : DEVELOPPEMENT PROFESSIONNEL

Compétence 4.1 : le professeur utilise-t-il les ressources du dispositif institutionnel de formation continuée pour améliorer ses compétences professionnelles ?

Critères	Indicateurs	Oui	Non	Descripteurs
4.1.1 s'implique dans le dispositif institutionnel de formation continuée	Participe aux animations des cellules pédagogiques disciplinaires et des équipes d'établissement			P V des réunions de cellules – Productions des cellules (séries d'exercices, G P, matériels de labo...) – Plan de progression
	Participe aux activités de formation initiées par la formation continuée			P V de rencontres pédagogiques – Inscriptions au PDPE – Modules de formation – attestation de participation
	Utilise les TIC et autres ressources mises à sa disposition pour améliorer ses compétences professionnelles			Matériels et supports informatiques – Documents numériques – Fiches de préparation – Répertoires des sites éducatifs
	Développe des approches pluridisciplinaires fondées sur les convergences et les complémentarités entre les disciplines			P V des réunions de cellules interdisciplinaires – Productions des cellules interdisciplinaires (séries d'exercices, guides pédagogiques, matériels de labo...) – Plan de progression

Compétence 4.2 : le professeur utilise-t-il les ressources disponibles en dehors du système institutionnel de formation continuée pour améliorer ses compétences professionnelles ?

Critères	Indicateurs	Oui	Non	Descripteurs
4.2.1 construit son projet de développement professionnel et le met en oeuvre	Sollicite des personnes ressources pour améliorer ses compétences professionnelles			Liste des personnes ressources
	Prend l'initiative de se documenter pour renforcer ses compétences professionnelles			Documents personnels – Affiliation à un centre de ressources – Abonnements à des revues spécialisées – Banques de données
	Participe aux sessions de renforcement de capacités en présentiel et/ou à distance initiées par les instituts de formation			Compte rendu des sessions – Attestation de participation – Documents et actes des sessions
	Utilise les TIC et autres ressources pour améliorer ses compétences professionnelles			Matériels et supports informatiques – Documents numériques – Fiches de préparation – Répertoire des sites éducatifs
	Participe à des activités à caractère culturel et scientifique en liaison avec sa profession			Communications – Diplômes ou attestations de participation
	Participe aux activités déroulées dans les organisations professionnelles d'enseignants			Carte de membre – Rapports d'activités - Communications
4.2.2 se met à jour sur l'évolution des programmes et du cadre institutionnel	Prend l'initiative de se documenter de sa discipline			Programme en vigueur – Webographie du professeur - Fiches de préparation – Rapports d'évaluation des programmes
	S'informe de l'actualité des programmes			Webographie du professeur - Fiches de préparation – Entretiens– Rapports de visites
	S'informe de l'actualité des programmes			P V des réunions des cellules pédagogiques- Journal de bord

DOMAINE 5 : LEADERSHIP

Compétence 5.1 : le professeur utilise-t-il ses capacités de plaidoyer, d'organisation et de mobilisation pour faire participer les élèves, ses collègues ainsi que le personnel administratif et technique à la bonne marche de l'école ?

Critères	Indicateurs	Oui	Non	Descripteurs
5.1.1 contribue au développement d'une culture de Paix et de la bonne gouvernance	Organise des rencontres pour sensibiliser les élèves, les collègues et le personnel administratif sur la nécessité d'instaurer un climat de confiance à l'école			P V de réunions – Feuilles de présence – Rapports d'inspection –
	N'exerce pas de violence (physique ou verbale) sur ses élèves			Rapports d'entretiens (élèves, chef d'établissement, enseignants…)
	Entretient de bonnes relations avec les élèves, les collègues et le personnel administratif			
	A une attitude coopérative et courtoise			
	Participe et fait participer les élèves à des rencontres et activités sur la prévention des conflits et des violences			P V de conseil de gestion de l'établissement
	Participe et fait participer les élèves à des rencontres et activités (étude de			P V de réunions – Feuilles de présence –

		Oui	Non	
	cas…) sur la gestion des conflits et violences			Rapports d'activités
5.1.2 contribue au développement d'une culture de la bonne gouvernance	Participe à la vie des organes de l'établissement			P V de rencontres
	Respecte les principes de bonne gouvernance dans ses pratiques			Compte rendu d'observation – Rapport d'entretien avec les élèves
5.1.3 contribue à la vie socioculturelle de l'école en utilisant toutes les facettes de ses compétences	Participe régulièrement aux rencontres d'ordre socioculturel			P V de réunions – P V de rencontres de clubs - Rapports d'activités - Feuilles de présence – Rapports de visites
	Participe à l'émergence et à l'encadrement du gouvernement scolaire			
	Participe à la création de clubs			
	Participe à l'animation de clubs			
	Organise des visites de sites à caractère socioculturel			
5.1.4 motive les élèves en leur faisant partager la vision du projet éducatif	Organise des rencontres avec les élèves sur le projet éducatif			P V de rencontres – Fiches d'activités - Feuilles de présence
	Suscite des activités d'élèves sur le projet éducatif			Rapports de visites - Productions

Compétence 5.2 : le professeur utilise-t-il ses capacités de plaidoyer et d'organisation pour instaurer autour de l'école une mobilisation sociale soutenue des parents, de la communauté et des partenaires ?

Critères	Indicateurs	Oui	Non	Descripteurs
5.2.1 contribue à l'établissement d'un climat de confiance avec les parents, la communauté et les partenaires	S'implique dans les activités de sensibilisation des parents, de la communauté et des partenaires sur la vision et les valeurs portées par l'école.			Feuilles de présence des activités de sensibilisation – Rapports d'activités
	S'implique dans les activités de partage du projet éducatif avec les parents, la communauté et les partenaires.			Rapports du chef d'établissement – Rapports d'activités – feuilles de présence
	Participe à l'élaboration de l'information et à la communication avec les parents, la communauté et les partenaires sur la gestion des conflits, des violences.			Rapports du chef d'établissement – Carnets de notes – Bulletins de notes des élèves
	Partage avec la communauté les résultats des élèves.			
	Participe à des rencontres d'information et de sensibilisation de la communauté et des partenaires			Feuilles de présence – P V de réunions - Rapports du chef d'établissement
5.2.2 contribue à l'implication des parents, de la communauté et des partenaires dans la vie de l'école	Suscite l'implication des parents, de la communauté et des partenaires de l'école dans les projets de l'établissement.			Requêtes proposées au chef d'établissement à l'attention des parents,
	Suscite chez les parents, la communauté et les partenaires le réflexe d'impliquer l'école dans la résolution des problèmes de la communauté.			

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				de la communauté et des partenaires – Communiqués dans les média
	Participe et fait participer les élèves dans la résolution des problèmes de la communauté.			
	Suscite chez les parents, les partenaires et les autres membres de la communauté la culture de sauvegarde de l'intégrité de l'école.			

DOMAINE 6 : DEONTOLOGIE

Compétence 6.1 : le professeur exerce-t-il sa profession dans le respect des textes et règlements en vigueur ?

Critères	Indicateurs	Oui	Non	Descripteurs
6.1.1 se conforme aux programmes en vigueur	Applique le programme en vigueur			Fiches de préparation – Cahiers des élèves – cahiers de testes – Rapport du CE– Rapport d'inspection / de visites de classes
6.1.2 respecte la législation Scolaire	Respecte la hiérarchie			Demandes d'autorisation d'absence
	Participe aux réunions et activités de l'école et de l'institution			Billets d'entrée
	Respecte l'emploi du temps			P V de réunions
	Applique les dispositions du règlement intérieur du collège			Cahier de textes
	Applique les dispositions des lois et règlements			Cahier de laboratoire
	Respecter le règlement intérieur de l'école			Règlement intérieur
	Garde le secret des délibérations (conseils de classe, conseils de discipline, examen et concours…)			Rapports d'entretiens (avec le CE, élèves, personnel…)

Compétence 6.2 : le professeur, dans l'exercice de sa profession, adopte-t-il des comportements en conformité avec les valeurs sociales et les principes moraux et déontologiques ?

Critères	Indicateurs	Oui	Non	Descripteurs
6.2.1 a un sens aigu de la dignité humaine et le partage avec ses élèves	respecte les élèves ainsi que tous les membres de la communauté éducative			Rapports d'entretiens (avec le CE, élèves, personnel…) - Rapport d'inspection / de visites de classes – Notes et observations du CE – Code de conduite
	aide les élèves à développer le sens du respect mutuel			
	Met en œuvre des stratégies de gestion de classe qui respectent la dignité des élèves			affiché ou inscrit dans les cahiers des élèves et cahiers de textes
6.2.2 utilise l'influence et l'autorité qu'il a sur ses élèves conformément à l'éthique professionnelle	Adopte une attitude de réserve sur les questions politiques, religieuses et idéologiques devant les élèves			Rapports d'entretiens (avec le CE, élèves, personnel…) - Rapport d'inspection / de visites de classes -
	Etablit des relations saines avec ses élèves			Notes et observations du CE – Cahiers d'élèves
6.2.3 respecte les valeurs sociales, culturelles et	Adopte des comportements en adéquation avec les valeurs socioculturelles et morales de la communauté			

morales de la communauté				
6.2.4 respecte les principes d'équité	Adopte des stratégies de classe qui prennent en compte les spécifiés de genre			Fiches de préparation - Rapports d'entretiens (avec le CE, élèves, personnel…)
	Gère les violences et conflits en prenant en compte les spécificités de genre			Rapport d'inspection / de visites de classes
	Adopte des stratégies de classe qui prennent en compte les besoins sociaux spécifiques (handicapés, élèves socialement défavorisés…)			
	Gère les violences et conflits en prenant en compte les besoins sociaux spécifiques (handicapés, élèves socialement défavorisés…)			