

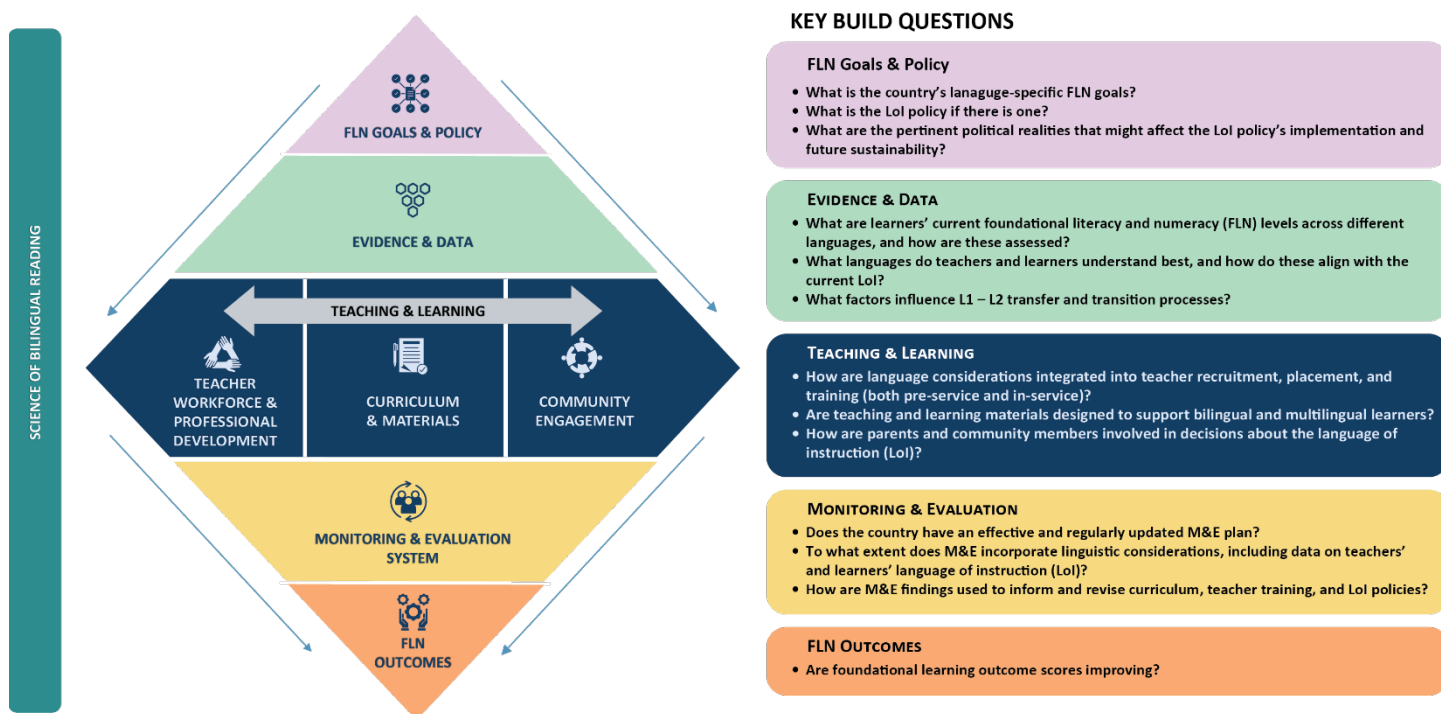
Blueprint for the Use of evidence In Language of Instruction (LoI) Decisions (BUILD) – Senegal Evidence Brief

BUILD OBJECTIVES

The Blueprint for the Use of Evidence in Language of Instruction Decisions (BUILD) is a framework to support policy makers and stakeholders to design an evidence based, politically viable, and actionable plan to answer the following question: **How do we effectively integrate language decisions to significantly improve foundational learning in a specific country?**

BUILD is currently being used in Côte d'Ivoire, Mozambique, Rwanda, and Senegal. The framework is guided by the following questions for each tier of the education system to holistically assess and address systemwide factors in language of instruction (LoI) decision making for foundational learning.

BUILD FRAMEWORK



BUILD METHODS



Policy and Teaching
Materials Analysis



Stakeholder
Consultations



Quantitative Analysis
of FLN Datasets

KEY PRIORITIES

- 1. *System-Wide Language Mismatch Alignment.*** There is significant mismatch across student language ability, teacher language ability (linguistic skills and pedagogical abilities), and school LoI policies and practices. These dimensions need to be tracked with high-quality data that is multilingually sensitive, and then all components of the system need to be updated to reflect the data and to support teachers to teach both the Senegalese languages they are expected to teach, and to teach the transition to French appropriately.
- 2. *Full Integration of French Transition and Bilingualism Across the Curriculum.*** While the country has made immense leaps in the design of Senegalese language foundation learning, there is still very little scientifically backed and practically oriented focus on transitioning to French LoI by upper primary grades. This requires a thorough understanding of transitioning including timing, teaching, and testing and the technical design for a full L1-L2 transition model to support bilingual foundational learning outcomes.
- 3. *Teacher Professional Development and Ongoing Support for Implementation of MOHEBS.*** Teachers need much more targeted and ongoing support for the implementation of the MOHEBS. While MOHEBS is a very scientifically grounded method on paper, teachers need continuous support on the implementation of the policy.
- 4. *Better Bilingually Designed Monitoring and Evaluation (M&E) Systems and Research Priorities.*** It is recommended to include explicit bilingual FLN targets (e.g., L1 decoding thresholds, oral French vocabulary thresholds, words-correct-per-minute benchmarks for reading comprehension by language and grade) and generate evidence on the effectiveness of MOHEBS language transition models. This also includes the need for research to deepen our understanding of classroom-level transfer thresholds across key language pairs (e.g., Wolof-French, Pulaar-French), using cohort tracking and econometric models (SEM, GAM) to determine when L1 decoding and L2 oral language skills are sufficient to safely accelerate French decoding and French-medium instruction. In the longer term, there is a need for institutionalization and scale of the system. This would require building a bilingual research database and hub, training inspectors, regional offices and teachers to routinely use foundational learning assessments, MOHEBS and classroom assessment data to level learners and plan “language-sensitive pedagogy,” and aligning coaching and deployment policies with aligned language mapping data.

