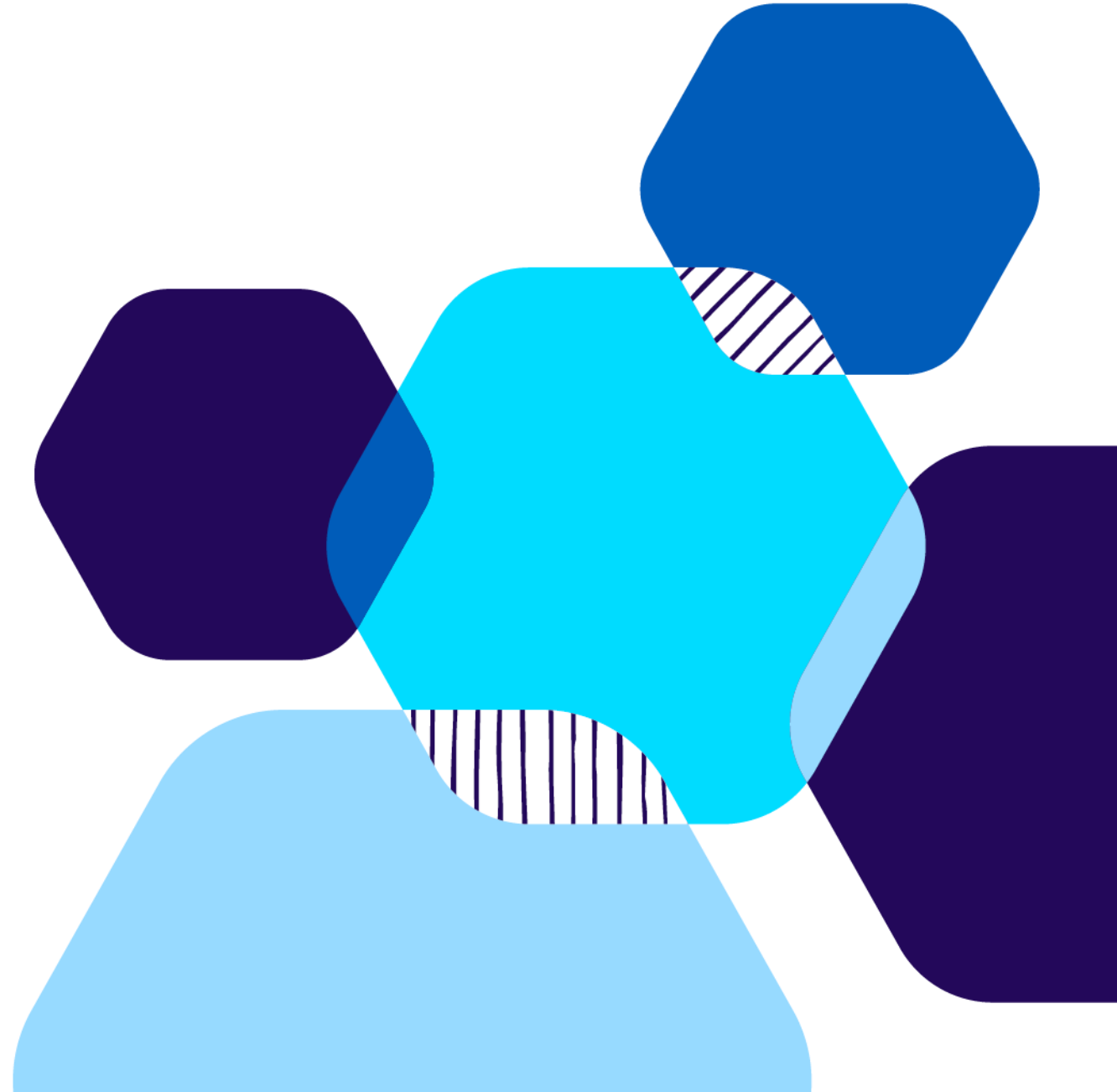


Teaching English Africa webinar

**DECOLONISING THE CURRICULUM:
Reconstruction and Modernization
of Schooling, making use of Senegal
as a case study**

Mame Awa Mbow

15 February 2023



About the speaker

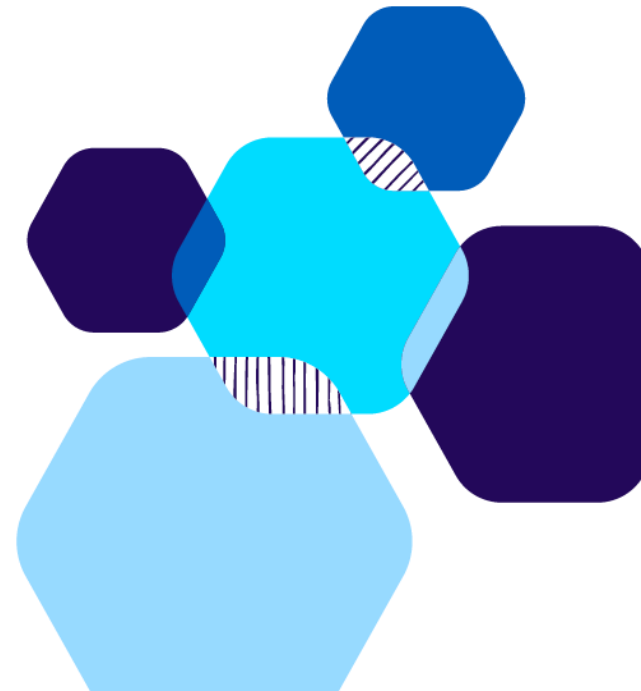
Mame Awa Mbow started teaching in 2010 and is currently teaching in Kafrine, Senegal. Mame Awa is the National Vice President of Ates (Senegal National Teacher Association) and a Fulbright DAI alumni.



Objectives

Through this presentation, participants will:

- Have an idea what a curriculum is and identify the different types
- Be introduced to the Senegalese Education System
- Discover the English Curriculum of Senegal: structure and content, positive aspects and points to improve
- Discuss the features of a good curriculum



Let's brainstorm!

1- S-L-B-A-Y-L-U-S



SYLLABUS

2- M-T-A-A-I-E-R-L-S



MATERIALS

3- C-I-O-M-T-I-U-M-N-A-V-C-E



COMMUNICATIVE

4- C-E-H-E-A-N-L-G-L-S



CHALLENGES

5- C-R-M-C-U-I-L-U-R-M



CURRICULUM



What is curriculum?

The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, *curriculum* is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the **learning standards** or **learning objectives** they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, **assessments**, and other methods used to evaluate student learning.

<https://www.edglossary.org/curriculum/#:~:text=The%20term%20curriculum%20refers%20to,a%20general%20sense%20in%20schools>



Experts on curriculum 1

- **Kerr** defines curriculum as "[a]ll the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of school." (Kelly, A. V. (2009). The curriculum: Theory and practice (pp. 1–55). Newbury Park, CA: Sage.)
- **Braslavsky** states that curriculum is an agreement among communities, educational professionals, and the State on what learners should take on during specific periods of their lives. Furthermore, the curriculum defines "why, what, when, where, how, and with whom to learn." (Braslavsky, C. (2003). The curriculum.)
- **John Dewey** defines **curriculum** as a continuous reconstruction, moving from the learner's present experience out into that represented by the organized bodies of truth that we call studies... the various studies... are themselves experience—they are that of the race.

<https://en.wikipedia.org/wiki/Curriculum>

<https://www.iglobal.com/dictionary/curriculum/6468#:~:text=John%20Dewey%20defines%20curriculum%20as,are%20that%20of%20the%20race.>

www.britishcouncil.org



Experts on curriculum 2: types

Experts like John Dewey (Dewey, John (1902). *The child and the curriculum.*) and Kelly (Kelly, A.V. (2009). *The Curriculum: theory and practice* (6th ed.). ISBN 9781847872746)

- **Explicit curriculum**: subjects that will be taught, the identified "mission" of the school, and the knowledge and skills that the school expects successful students to acquire.
- **Implicit curriculum**: lessons that arise from the culture of the school and the behaviors, attitudes, and expectations that characterize that culture, the unintended curriculum.
- **Hidden curriculum**: things which students learn, 'because of the way in which the work of the school is planned and organized but which are not in themselves overtly included in the planning or even in the consciousness of those responsible for the school arrangements (Kelly, 2009).
- **Excluded curriculum**: topics or perspectives that are specifically excluded from the curriculum. (extracurricular activities)

<https://en.wikipedia.org/wiki/Curriculum>

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English in the Senegal education system

English is taught as a Foreign Language (**EFL**)

English is compulsory from **First Form** to **Upper Sixth**

Weekly Schedules: 3 hours LV1/ (Possibility to add 2 hours for beginners)

3 hours LV2

National Exams (**Forth Form** and **Upper Sixth**)

Oral Exams during National Exams (**4th from, Upper Sixth**)

Streams from 2nd cycle (**S and L**)

Choice of English as LV1 or LV2 (**from Lower Sixth**)

Projet de decret fixant les credits horaires et les coefficients dans l'enseignement moyen general

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Actors in charge of the curriculum

MEN: carries out all the executive and directive actions, controls and planning related to education in the country.

FASTEF: Pre-service Teacher Training

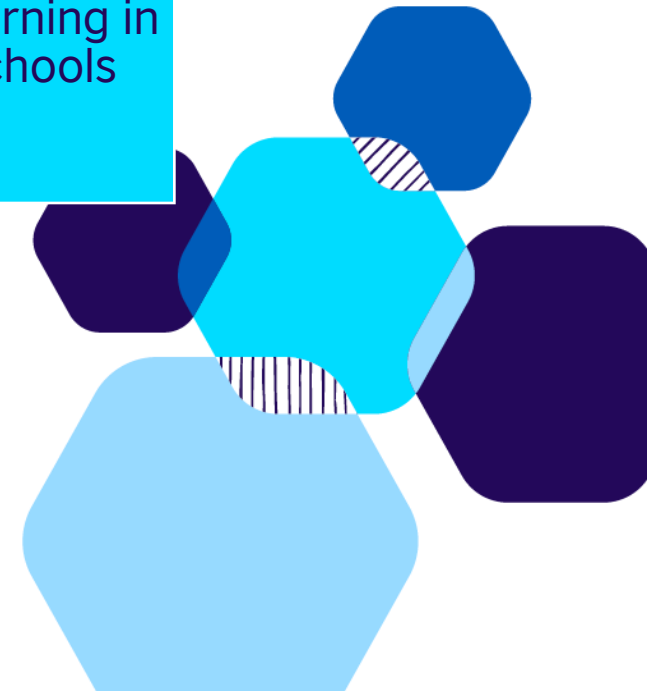
CRFPE: In-service Teacher Training

CNA: English National Commission

IGEF: reforms, trainings and monitoring assessment and learning

IA: supervise learning in Senior High Schools

IEF: Supervise learning in Junior High Schools



Contextualising

Course books and methods used before the creation of the curriculum in the early 90s

EFSA

- Made by Nigerian Linguists
- With Nigerian characters, stories, names

CLAD METHOD

- Made by Senegalese Linguists
- Undertake research to improve the teaching of French and English in Senegal
- Memorization, repetition, drills, mimicry, grammar translation, Audio-lingual

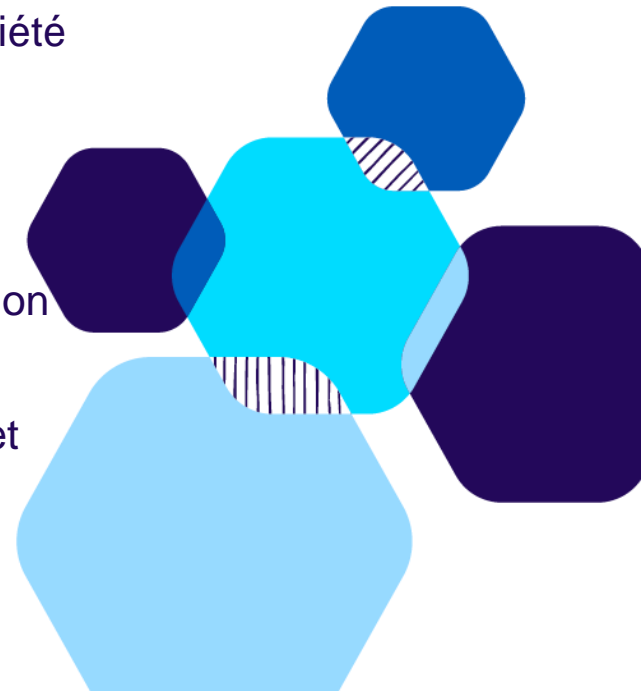
<http://dx.doi.org/10.1080/18334105.2014.11082>

www.britishcouncil.org

Presentation of the curriculum: stage1 and stage 2

OBJECTIVES:

1. Contribuer d'une manière générale, à enraciner le citoyen sénégalais dans ses valeurs culturelles propres, et, en même temps, le préparer à s'ouvrir avec profit à d'autres cultures et à tirer parti des acquis de la science, de la technologie et de la recherche, conformément aux recommandations des Etats Généraux de l'Education et de la Formation
2. Aider à développer chez les élèves, des qualités intellectuelles et morales telles que la créativité, l'esprit de coopération, la persévérance et le respect mutuel, pour contribuer ainsi à la formation et à l'enrichissement de leur personnalité et à leur épanouissement socioprofessionnel;
3. Répondre aux besoins et aux aspirations de l'individu ainsi qu'aux buts poursuivis par la société et la politique éducative du pays;
4. Aider les jeunes sénégalais à acquérir une certaine maîtrise de la langue anglaise qui leur permettra de faire face éventuellement aux exigences de la vie moderne;
5. Développer au plus haut niveau possible les aptitudes de l'élève en matière de compréhension orale et écrite d'une part et d'expression orale et écrite d'autre part;
6. Faire acquérir à l'élève un niveau qui lui permet de communiquer dans la langue étrangère et de satisfaire les exigences et normes des examens et concours nationaux et internationaux ;



Curriculum presentation

Syllabus of Third Form and Forth Form Students as an example



TOPICS



SKILLS



FUNCTIONS/
NOTIONS



GRAMMAR



PHONOLOGY

**PUPILS WILL HAVE BEEN INTRODUCED TO THE FOLLOWING IN TERMS OF TOPICS / THEMES, SKILLS, FUNCTIONS / NOTIONS,
GRAMMATICAL STRUCTURES AND ELEMENTS OF PHONOLOGY**

4è & 3è unless otherwise specified

TOPICS	SKILLS	FUNCTIONS/NOTIONS	GRAMMAR <i>Pupils will learn the following grammar points:</i>	PHONOLOGY <i>Pupils will be introduced to the following aspects of pronunciation</i>
<p>1) <u>PERSONAL IDENTIFICATION</u></p> <p>a) Name, first name, surname, terms of address, address, nationality, country of origin, telephone number, date and place of birth, age, sex, religion, ethnic group, likes, dislikes, character, temperament, disposition</p> <p>b) Family: relationships, profession, occupation, members of the family</p> <p>c) House and Home: Types of accommodation, rooms, furniture, bedclothes, rent, services, amenities, region, flora and fauna, food and drinks,</p> <p>d) Relations, visits to families /friends/strangers</p> <p>2) <u>CITY LIFE</u></p> <p>a) Public notices</p> <p>b) Places: Government buildings, squares, entertainment and places of entertainment: cinemas, stadiums, theaters, etc.</p>	<p>1/ <u>Listening and Speaking</u></p> <p>Pupils will be able to</p> <p>a) Listen to and understand comparatively more complex everyday English (Interviews).</p> <p>b) Communicate in formal and informal everyday situations with other speakers of English</p> <p><u>2/ Reading:</u></p> <p>Read and understand comparatively simple authentic texts (interpret charts / tables/graphs).</p> <p><u>3/ Writing:</u></p> <p>Write longer compositions (narrative, descriptive, argumentative) in</p>	<p><u>Pupils will learn to</u></p> <p>1. <u>Socialize</u></p> <p>a) Make introductions</p> <p>b) Greet people formally/informally</p> <p>c) Use expressions of welcome and leave taking</p> <p>d) Attract someone's attention</p> <p>e) Interrupt another speaker politely, ask someone to repeat something</p> <p>f) Change an embarrassing subject (3è)</p> <p>g) Congratulate</p> <p>h) Express wishes (3è)</p> <p>2. <u>Impart and Seek Factual Information</u></p> <p>a) Describe places, people, size, daily routines, physical characteristics of things, impressions</p> <p>b) Ask and talk about the past</p> <p>c) Make arrangements</p> <p>d) Explain, define, illustrate, classify, compare, contrast, make conditions, give reasons and purposes, (3è)</p> <p>e) Make assumptions, draw conclusions</p>	<p>1. All verb tenses</p> <p>2. Passive voice (all tenses)</p> <p>3. modals</p> <p>4. I wish you, 4è, I wish I were</p> <p>5. Declarative sentences, using verbs of saying (e.g., to say) thinking (e.g., I think...)</p> <p>6. Complement clauses,</p> <p>7. Indirect speech</p> <p>8. Adverbs</p> <p>9. Interrogative sentences (yes-no, WH, declarative sentences)</p> <p>10. Question tags: You aren't afraid, are you?</p> <p>11. Negative sentences</p> <p>12. Comparatives: such as, same as, like, similar to, unlike, likewise.</p> <p>13. The + comparative + the + comparative (3è)</p> <p>14. Comparing two elements: the taller of the two, the former the latter, (3è) irregular comparatives</p> <p>15. Superlatives</p> <p>16. Coordinating conjunctions</p> <p>17. Conjunctive adverbs</p> <p>18. Use of gerunds</p> <p>19. Would rather, had better</p> <p>20. To be going to and "will" future</p> <p>21. Used to, would</p> <p>22. Make + NP + inf, get + NP + to inf,</p>	<p>1/ <u>Discriminating sounds in connected speech</u></p> <p>a) Vowels, consonants, diphthongs</p> <p>b) Strong and weak forms</p> <p>c) Neutralization of weak forms</p> <p>2/ <u>Articulating sounds in isolate words forms:</u></p> <p>a) Long and short vowels</p> <p>b) Consonants</p> <p>c) Consonant clusters</p> <p>d) Diphthongs</p> <p>3/ <u>Discriminating sounds in connected speech :</u></p> <p>a) Strong and weak forms</p> <p>b) Neutralization of weak forms</p> <p>c) Reduction of unstressed vowels</p> <p>d) Modification of sound through :</p> <ul style="list-style-type: none"> - Assimilation - Elision - Liaison <p>4/ <u>Articulating sounds in connected speech:</u></p> <p>a) Strong and weak forms</p> <p>b) Neutralization of weak forms</p> <p>c) Reduction of unstressed</p>

c) Public services: post-office, police station, petrol station, museums, galleries, exhibitions, harbor, book-shops, bus station, railway station, hotels, restaurants, hospitals, markets, shops, banks, supermarkets,

d) Environmental problems: pollution, urbanization (slums, slum clearance schemes, delinquency, transportation, prostitution, etc.)

3) VILLAGE LIFE

- a) Crafts, occupations
- b) Cattle breeding and crops
- c) Fauna and flora
- d) Fishing
- e) Environmental problems: floods, drought, desertification, soil erosion, soil preservation, irrigation
- f) Weather, seasons, climate
- g) Migration, rural exodus
- h) Free time

4) TRAVEL AND EXPLORATION

- a) Communications
- b) Mass-media
- c) Stories of imagination
- d) Tourism: holiday camps, national sites, transportation

various formats (letters, stories, articles, essays, ads, etc.)

f) Understand and express similarities & differences (3è)

3. Express and Find Intellectual attitudes

- a) Argument (Exchange of information and views): asking for/giving and responding to views and information
- b) Agreement
- c) Disagreement
- d) Denial
- e) Permission/prohibition
- f) Concession
- g) Ability/inability
- h) Capability/incapability
- i) Probability/certainty
- j) Expressing/inquiring about possibility/impossibility
- k) Expressing/inquiring about obligation and necessity

4. Express and Find Out Emotional attitudes

- Express and Inquire about:
- a) Likes and dislikes, preference
 - b) Pleasure/ displeasure
 - c) Satisfaction/dissatisfaction
 - d) Hope, fear or worry,
 - e) Gratitude, sympathy, want, desire
 - f) Disappointment, surprise, hostility, reassurance, willingness, intention,
 - g) Past experience

- 23. Declarative sentences with “you” as subject (emphatic imperative)
- 24. Imperatives
- 25. Nouns – count and non-count
- 26. Pronoun reference
- 27. Prepositions

- vowels
- d) Modification of sounds

5/ Discriminating Stress Patterns within words

6/ Articulating stress pattern within words

7/ Manipulating variation in stress in connected speech

8/ Recognizing the use of stress in connected speech for indicating information units

9/ Recognizing the use of stress in connected speech for indicating emphasis

10/ Producing Intonation Patterns

- a) Rising tone with declarative/moodless clauses
- b) Rising/tone with tag questions
- c) Rising tone with Yes/No interrogative clauses
- d) Falling intonation with WH-questions

11/ Expressing/Interpreting attitudinal meaning through :

- a) Pitch height
- b) Pitch range
- c) Pause
- d) Tempo

Curriculum presentation

Syllabus of Upper Sixth Form Students as an example



TOPICS



SKILLS



**FUNCTIONS/
NOTIONS**



GRAMMAR



PHONOLOGY

Teachers will deal with the topics relevant to their streams (L = literary; S = Scientific). But they are free to teach any other topic if time allows.

Teachers in "L" will cover two subtopics under each heading in bold. Teachers in "S" will cover at least one subtopic under each heading in bold.

TOPICS	SKILLS	FUNCTIONS/ NOTIONS	GRAMMAR	PHONOLOGY
<p>1. Trade Professions and Occupations (L & S)</p> <ol style="list-style-type: none"> Jobs, arts & crafts Places & conditions of work Employment & unemployment Professional training Social taboos Income Prospects Economy & migration Child labour Etc. <p>2. Free Time and Entertainment (L)</p> <ol style="list-style-type: none"> Hobbies Sports Radio, TV, Cinema, Theatre, Concerts Museums, Galleries, Exhibitions Intellectual and artistic pursuits, etc. <p>3. Economy (S & L)</p> <ol style="list-style-type: none"> Shopping : Prices, weights & measurements 	<p>1. Listening</p> <ol style="list-style-type: none"> Skimming to obtain the gist / general impression of a text Scanning to locate specific information Understanding /expressing explicit information Understanding /expressing meaning through intonation/stress Identifying the main point or important information in a piece of discourse Identifying text types (narrative, descriptive, argumentative etc.) Recognizing/using discourse indicators: sequencing Transferring information in speech/writing to diagrammatic display Evaluating a piece of discourse (register, style, tone, etc.) <p>2. Speaking</p> <ol style="list-style-type: none"> expressing explicit information Expressing meaning through intonation/stress using discourse indicators: sequencing Organising information in expository discourse (especially presentation of report, expounding an argument, evaluating evidence) 	<ol style="list-style-type: none"> Expressing intentions Approving/disapproving forbidding Expressing regret Expressing obligation Expressing necessity / lack of necessity Making polite requests Agreeing/disagreeing Making plans Expressing purpose Expressing wishes and hopes Expressing ability Giving advice Making suggestions Expressing preference Expressing similarities & differences Discussing Reporting Expressing ability Expressing habits Describing on - going Process Expressing personal beliefs/emotions Asking for/giving clarifications Expressing possibility/ 	<p>1. Verbs:</p> <ol style="list-style-type: none"> Tenses <ul style="list-style-type: none"> Present, Past, Perfect, Future Conditionals Modals <ul style="list-style-type: none"> Obligation Prohibition Permission Possibility Probability Capability Ability, etc. Passive and active Imperative Infinitive and ING Had better ; Would rather Direct & indirect speech <p>2. Conjunctions :</p> <ol style="list-style-type: none"> Coordinating Conjunctions Conjunctive adverbs Subordinating conjunctions <p>3. Adjectives</p> <ol style="list-style-type: none"> Comparisons 	<p>1/ Discriminating sounds in connected speech :</p> <ol style="list-style-type: none"> Vowels, consonants, diphthongs Strong and weak forms Neutralization of weak forms <p>2/ Articulating sounds in isolate word forms:</p> <ol style="list-style-type: none"> Long and short vowels Consonants Consonant clusters Diphthongs <p>3/ Discriminating sounds in connected speech :</p> <ol style="list-style-type: none"> Strong and weak forms Neutralization of weak forms Reduction of unstressed vowels Modification of sound through :

- b. Shopping facilities
- c. Foodstuffs, clothes, fashion, etc.
- d. Household articles
- e. The consumer society
- f. The ups and downs of the economy
- g. Poverty
- h. development (Sustainable, etc.)
- i. Starvation
- j. Agriculture
- k. Industry
- l. Mining
- m. Technology
- n. Etc.

4. Health, Welfare & Environment
(S & L)

- a. Physical and mental disabilities
- b. Pollution
- c. Hygiene and cleanliness
- d. Ailments and accidents
- e. Insurance
- f. Keeping fit
- g. Medicine
- h. Diseases
- i. The progress of medicine : genetics, cloning, transplants, euthanasia
- j. Etc.

5. Events and Changes (L)

- a. Colonial time and the struggle for Independence
- b. English in the World
- c. War and violence
- d. International relationships
- e. Administration

- e. Organising information presented in diagrammatic display, into speech
- f. Interpreting or comparing diagrams/tables/graphs
- g. Reformulating information and paraphrase to avoid repetition
- h. Relaying information
 - o Directly (commentary /description concurrent with action) ;
 - o Indirectly (reporting)

2. Reading

- a. Skimming to obtain the gist / general impression of a text
- b. Scanning to locate specific information
- c. Understanding /expressing explicit information
- d. Identifying the main point or important information in a piece of discourse
- e. Identifying text types (narrative, descriptive, argumentative etc.)
- f. Understanding text organisation
- g. Recognizing/using discourse indicators: sequencing
- h. Understanding/using graphic presentation, tables, cross-referencing, etc.
- i. Organising information presented in diagrammatic display, into speech/writing
- j. Interpreting or comparing diagrams/tables/graphs
- k. Transcoding information in speech/writing to diagrammatic display
- l. Evaluating a piece of discourse (register, style, tone, etc.)

3. Writing

- a. Expressing explicit information
- b. Producing various text types (narrative, descriptive, argumentative, etc.)

- probability
- 25. Describing process
- 26. Reporting factual information
- 27. Giving instructions
- 28. Making offers
- 29. Arguing
- 30. Congratulating
- 31. Comparing
- 32. Expressing likes and dislikes
- 33. Apologising
- 34. Accepting apologies

- b. Order of adjectives
- c. Intensifiers
- d. Possessive adjectives

4. Nouns

- a. Mass and count nouns
- b. Personal pronouns
- c. Possessives

5. Articles

- a. Indefinite
- b. Definite

6. adverbs

- a. Word order
- b. Position

7. Relative clauses

8. Prefixes and suffixes

- Assimilation
- Elision
- Liaison

4/ Articulating sound in connected speech:

- a. Strong and weak forms
- b. Neutralization of weak forms
- c. Reduction of unstressed vowels
- d. Modification of sounds

5/ Discriminating Stress Patterns within words

6/ Articulating stress pattern within words

7/ Manipulating variation in stress in connected speech

8/ Recognizing the use of stress in connected speech for indicating information units

9/ Recognizing the use of stress in connected speech for indicating emphasis

11/ Producing Intonation Patterns

- a. Rising tone

- f. Politics and government : politics, elections, freedom & basic changes
- g. Contemporary Africa
- h. Building the society
- i. The march of progress :
 - a. Looking to the future
 - b. Building a better society
- j. Etc.

6. Cultural Heritage

(L)

- a. Religions
- b. Religious events
- c. Social events, customs, ceremonies and festivals
- d. Moral values : (tolerance, solidarity, charity)
- e. Etc.

7. Science and Technology

(S)

- a. Inventions and Discoveries
- b. ICTs
- c. Science and Information
- d. Information and ethics, etc.

8. Information and Communication

(S & L)

- a. Communication facilities : telephone, mail, newspapers, radio, TV, etc.
- b. Information and Communication Technologies
- c. Explosion of information
- d. Information and ethics:

- c. Using salient relevant points to make a summary
- d. Recognizing/using discourse indicators : sequencing
- e. Organising information in expository discourse (especially presentation of report, expounding an argument, evaluating evidence)
- f. Understanding/using graphic presentation, tables, cross-referencing, etc.
- g. Organising information presented in diagrammatic display, into speech/writing
- h. Interpreting or comparing diagrams/tables/graphs
- i. Reformulating information and paraphrase to avoid repetition
- j. Relaying information

5. Study skills and other

- a. Doing project work :
 - o Organising
 - o Presenting
 - o Evaluating
 - o Taking notes while reading or listening
 - o Using reference materials

- with declarative/ moodless clauses
- b. Rising tone with Imperative clauses
- c. Rising tone with Yes/No interrogative clauses

12/ Expressing / Interpreting attitudinal meaning through:

- Pitch height
- Pitch range
- Pause
- Tempo

Positive aspects



Promotes the 4 skills: listening, reading, writing, speaking



Very rich with diversified contents: Quantity education



Promotes extracurricular activities mainly English Clubs



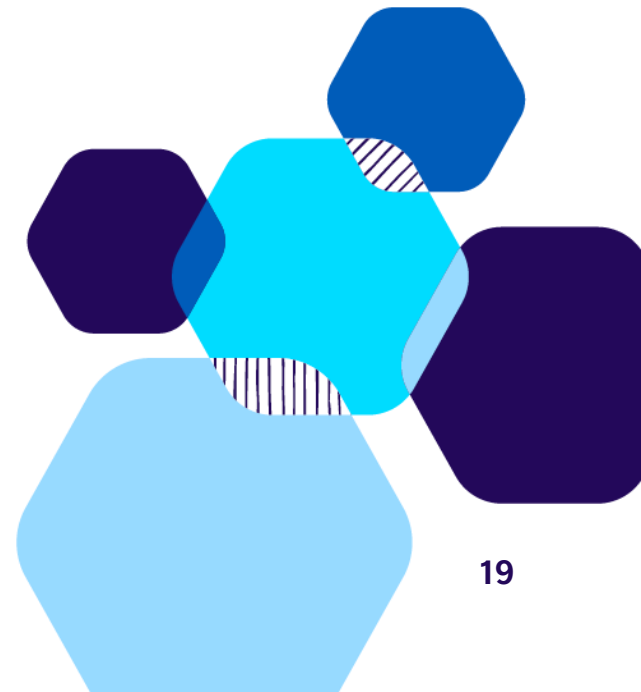
Proposes sample tests



Proposes sample lesson plans



Gives guidelines for the elaboration of tests and exams in 4th form and upper sixth



Positive aspects



Suggests reading comprehension activities



Suggests linguistic and communicative activities



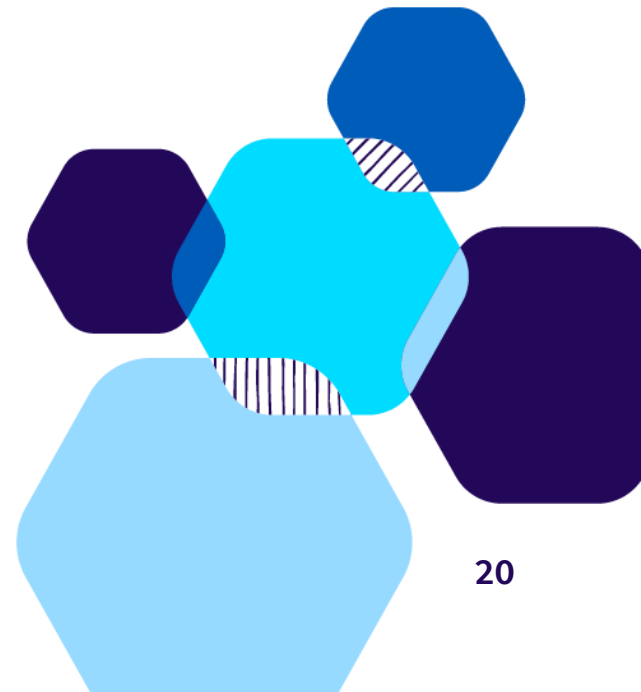
Open to Topics which are not mentioned in it



Focuses on all the features of pronunciation which is essential in a language acquisition



Focuses on Notions and Functions of the English Language



Aspects to improve

Encyclopedic curriculum: too much content to cover such as grammar, phonology

Include Life Skills: Gender Solidarity / Leadership Skills

Personal Development: ethic et deontology

Mention the 21st century skills: Entrepreneurship, Digital literacy, Interpersonal skills, Critical and Creative Thinking, Media literacy, collaboration

Growth mindset

Emphasize Current Environmental Issues: techniques to save the planet

Community Service/ Active citizenship

Project-based learning

Social Emotional learning

Specify Period of time to cover contents



Aspects to improve

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**Specify
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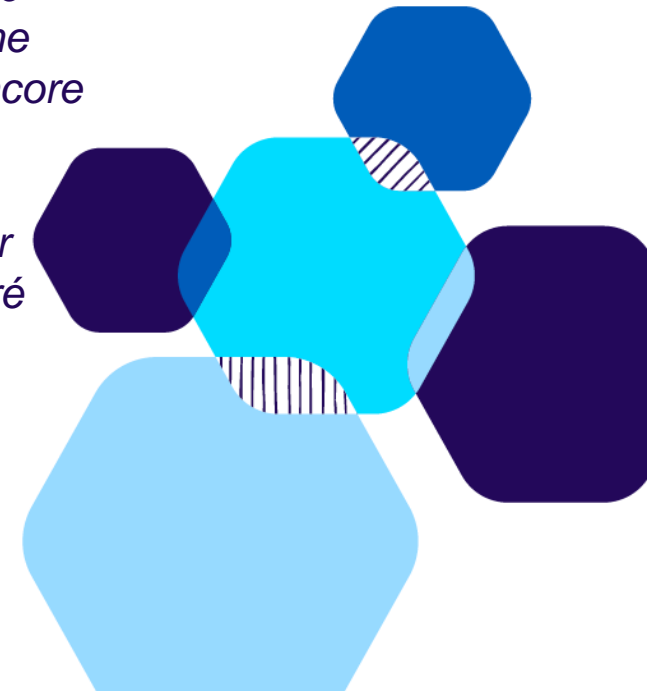
Other opinions

Wathie Ibrahima, Teacher of English in Kafrine

- *'The curriculum should be evaluated after a long period and shaped so as to meet the challenges of times and make education more responsive to the people it serve.*
- *Include guidance and counseling programs (many students can't tell you what they want to become after their studies)*
- *Include school and community projects (an occasion to practice what they learn)*
- *Promote community services and volunteerism (e.g. cleaning or keeping the city clean and beautiful)'*

Sadio Souleymane, History and Geography teacher in Gossas

'Le programme d'histoire doit davantage être recentré sur la connaissance des événements qui ont marqué le passé de ce pays et des grandes figures qui ont été acteurs de ce passé ainsi que les valeurs qu'ils ont prôner. En vérité, l'apprentissage détaillée par exemple de résistants comme Cheikhou Ahmadou Ba, Aline Sitoé ou encore cheikh Ahmadou Bamba serait un bon prétexte pour bâtir un citoyen patriote, conscient de son rôle incontournable pour mener le pays de l'avant tout restant ancré dans les valeurs locales.'



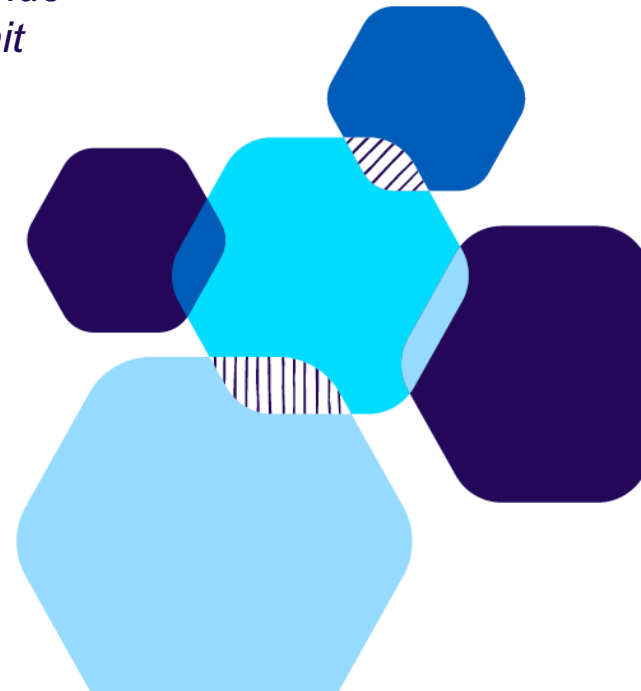
Other opinions

Mboup Bamba, Teacher of French in Kafrine

'Partant de la vision prophétique de rendez vous du donner et du recevoir, il urge de revoir le programme de littérature dans les collèges et lycées. Le premier constat est qu'il y a trop d'écrivains, d'ouvrages de la littérature française (ouverture) ainsi il faut intégrer à présent des ouvrages très riches a tout point de vue et qui prennent en charge l'éducation et la formation de l'homme : les œuvres de Serigne Touba ,de Serigne Moussa ka ,de Baye Niass'

Diedhiou Moustapha, Physics teacher in Kafrine

'Les sciences physiques doivent plus s'orienter vers une pratique expérimentale impliquant d'avantage l'élève et liée à son environnement immédiat. Cela permettrait à nos apprenants de plus s'intéresser à la science et s'ouvrir très rapidement au monde technologique. Néanmoins cela ne pourrait se faire sans une bonne réforme du programme scolaire.'



Measures from the government

The Ministry of Education has recently initiated the reform of the different curricular (French, History and Geography, English, Maths, Physics, Chemistry...).

A work plan has already been defined and events have already been scheduled.

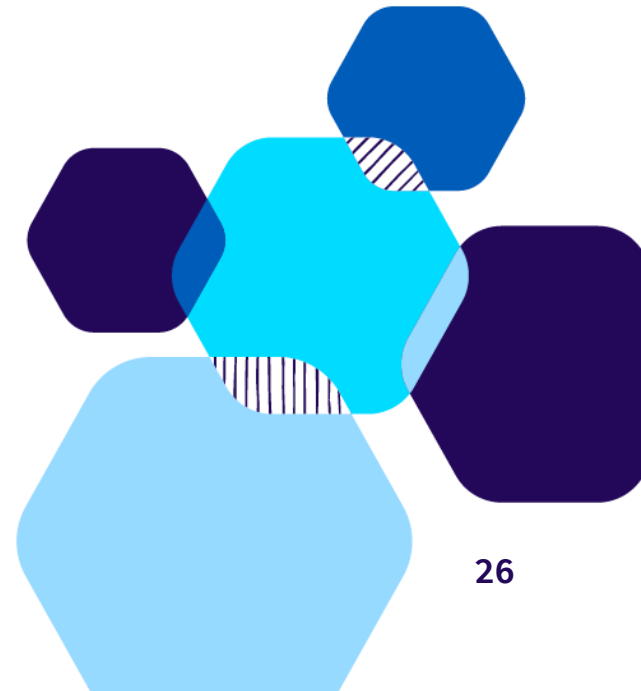
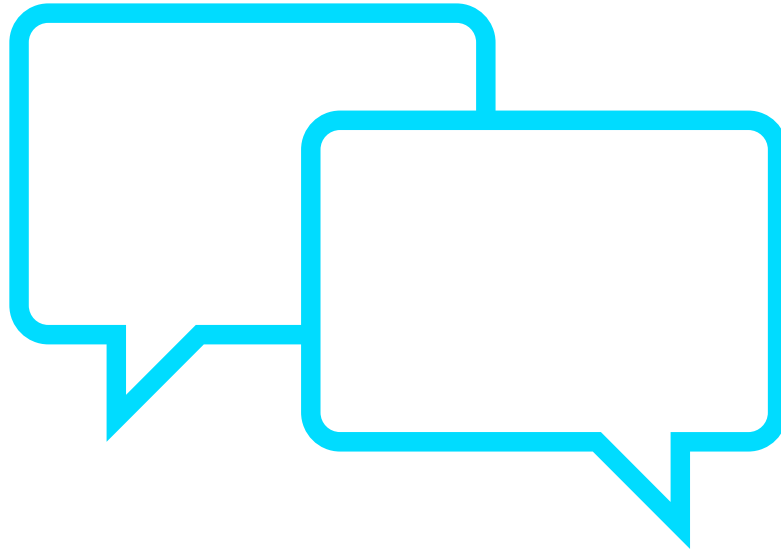
The stake holders are (MEN, IGEF, FASTEF, CRFPE, UGB, CAN)

The state considers this project seriously even budgets have been defined.

The first meeting will be in early March.

Your turn!

What makes a good curriculum?



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Thank you

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