



Cómo citar este artículo:

Seye Djité, S. (2019). Organization of the senegalese educational system. *MLS Educational Research*, 3(1), 79-92. Doi: 10.29314/mlser.v3i1.86

ORGANIZATION OF THE SENEGALESE EDUCATIONAL SYSTEM

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Abstract. The school, in its present form, is not the product of the internal development of African societies. In the case of Senegal, the creation and development of the school network followed the French penetration. Basically, far from reducing the distance that separates the dominator from the dominated, the school has, in most cases, helped to make it impassable in order to maintain the colonial order. It should be noted, however, that in the aftermath of the Second World War, school policy was dominated by the ideology of assimilation. It is from this school that independent Senegal has inherited. It posed to the young state, among other challenges, that of building, with an extroverted school, an identity and a sense of belonging to the Senegalese nation based on the promotion of history, cultures and national languages. However, the school institution, privileged place of education, does not belong less to a global environment. Also, we are also interested in this environment... We have chosen a methodological approach favoring the analysis of educational orientation laws as well as their texting in educational programs and official instructions.

Keywords : Educational system, case of Senegal, shoo policy

ORGANIZACIÓN DEL SISTEMA EDUCATIVO SENEGALAL

Resumen. La escuela, en su forma actual, no es el producto del desarrollo interno de las sociedades africanas. En el caso de Senegal, la creación y el desarrollo de la red escolar siguieron la penetración francesa. Básicamente, lejos de reducir la distancia que separa al dominador del dominado, la escuela, en la mayoría de los casos, ha contribuido a que sea intransitable para mantener el orden colonial. Cabe señalar, sin embargo, que a raíz de la Segunda Guerra Mundial, la política escolar estuvo dominada por la ideología de la asimilación. Es de esta escuela que el Senegal independiente ha heredado. Le planteó al joven estado, entre otros desafíos, el de construir, con una escuela extrovertida, una identidad y un sentido de pertenencia a la nación senegalesa basada en la promoción de la historia, las culturas y las lenguas nacionales. Sin embargo, la institución escolar, lugar de educación privilegiada, no pertenece a un entorno

global. Además, también estamos interesados en este entorno. Hemos elegido un enfoque metodológico que favorece el análisis de las leyes de orientación educativa y sus mensajes de texto en programas educativos e instrucciones oficiales.

Palabras clave: Sistema educativo, caso de Senegal, política escolar

Introduction

The Government of Senegal's vision for education and training is as follows: "A system of education and training that is equitable, effective, efficient, in line with the requirements of economic and social development, and more committed to the care of children, and based on inclusive governance, increased accountability of local communities and grassroots actors.

For education and training to be a real vector of development, they must be understood in their individual and collective dimensions. The human rights approach has been relevant in reflecting the multi-dimensionality of the right to education.

For the Government of Senegal, the education system must better contribute to the provision of quality human resources, able to adapt to scientific and technological developments, capable of innovating. The state therefore has the ambition to create a school of equity and equal opportunities, a school that can carry its ambitions for emergence. Also, the new options, such as PACKET-EF 2013-2030, will focus on the correction of disparities further more, the professionalization of college-to-higher education, and the training of young people in demand-driven sectors.

Presentation of Senegal

Physical data

Senegal is located at the extreme west of the African continent, between 12 ° 5 and 16 ° 5 north latitude and 11 ° 5 and 17 ° 5 west longitude. It covers an area of 196,712 Km² and in 2008 has an estimated population of 11, 841,123 inhabitants, a density of 60 inhabitants per square kilometer. It is bordered by Mauritania in the North, Mali in the East, Guinea and Guinea Bissau in the South and the Atlantic Ocean in the West. Wedged between the regions of Kaolack and Ziguinchor, Gambia, which occupies all the lower river of the same name, constitutes an enclave of more than 300 km inside the Senegalese territory. The Cape Verde Islands are located 560 km off the coast of Senegal.

Climatological data

Senegal belongs to sub-Saharan Africa. The climates Sudano-Sahelian characterized by the alternation of a dry season from November to May and a rainy season from June to October. The average annual rainfall follows a growing gradient from north to south. It goes from 300 mm in the semi-desert north to 1200 mm in the south, with variations from one year to another. Three main rainfall zones corresponding to three climatic zones are thus determined: a forest zone in the south, the savannah in the center and a semi-desert zone in the north.

Hydrographic data

In addition to the Atlantic Ocean, which limits it to the West, Senegal's surface water resources consist of four rivers and their tributaries plus some temporary streams.

The basins that flow through Senegal form two important systems: the lower reaches of the Senegal River and the middle course of the Gambia River. The Sine Saloum River and the Casamance River are small coastal streams. Other rivers and valleys complete the hydrological regime. The realization of the Large Dams, Diama in particular, that Senegal shares with Mali and Mauritania through the Organization for the Development of the Senegal River (OMVS), contributes to the control of the hydraulic resources and consequently to the development of the agriculture, livestock, navigation, drinking water supply and energy for the population. XXII

Administrative organisation

Since 2008, Senegal has got 14 regions including three new ones: Kédougou, Kaffrine and Sédhiou. The number of departments (prefectures) increased by 10: - 1 in the Kaolack region: Guinguineo - 1 in the Kolda region: Medina Yoro Foulah - 2 in the new Kédougou region: Saraya and Salémata - 2 in the Tambacounda region: Koumpentoum and Goudiry - 2 in the new Kaffrine region: Birkelane and Malem-Hodar - 2 in the new Sédhiou region: Goudomp and Bounkiling. There are now 45 departments, subdivided into Districts (Sub-prefectures), Communes, Rural Communities and Villages. The village or neighbourhood corresponds to the basic administrative unit. Cities of a certain size are subdivided into boroughs. There are 46 district municipalities in total. Dakar alone counts 19. Each level is headed by an authority namely: - a governor and a regional council president for each region; - a prefect for each department; - a sub-prefect by rounding; - a mayor by municipality; - a president per rural community and - a village or neighbourhood chief at the most peripheral level. The capital of Senegal is Dakar which is at the same time the capital of the region of the same name.

Historical trajectory of the Senegal School Organization

The first decade of the Senghorian era ends with the May 1968 explosion marking the questioning of the colonial legacy and the rise of the nationalist and Africanist aspiration. This movement inspires changes that are reflected in the law of orientation of the national education of June 3, 1971, the first since independence.

Article 1 of the said law thus expresses the national vocation of education. "National education, within the meaning of this law [...], is intended to prepare the conditions for integral development, assumed by the entire nation. Its constant mission is to maintain the whole of the national in the contemporary progress. "

The option of rehabilitating national languages through their teaching at school is also proclaimed, as is the corresponding adaptation of history and geography teaching.

The implementation of the reforms promised in 1968 could not overcome either the resistance of the system to change or the reluctance of political power to seriously question it. This, from 1976, feeds the struggle led by teachers, leading in February 1981 to the States General of Education and Training (EGEF). On this occasion, was affirmed the option of a « national, democratic and popular ».

The changes that have occurred in educational policies during the past decade fall within the framework of the various international, regional and national forums and meetings: at the international level: Jomtien (1990), which launches the concept of "Education For All "at the year 2000 At the regional level: MINEDAF VI (Dakar 1991) which takes into account the World Declaration of EFA (Jomtien) as well as the

contexts of crises and structural adjustment in Africa. MINEDAF VII (Durban 1998) from which the idea of African Renaissance is launched at the national level: The Estates General of Education and Training (EGEF) have marked all the development of the Senegalese education system, for the advent of a national, democratic and popular school. The National Commission for the Reform of Education and Training (CNREF), born the day after the EGEF, laid the foundations for a new school.

The follow-up of the World Declaration led to the following meetings: The 1993 Kolda Colloquium, which produced the action plan for non-formal education in Senegal and allowed the establishment of a consensual framework for carrying out literacy programs for young people, adults and especially women.

The 1995 Saint Louis Colloquium, which set out guidelines and strategies aimed at increasing access to education, achieving concerted management of the sector, harmonizing education, study and deepening of alternative models for basic education, etc. The Bambey and Goréeseminars enabled the setting up of thematic commissions (Access, Quality, Management) and to elaborate a diagnosis and an action plan for each sub-sector.

It was the merger of these documents that gave birth to the PDEF (Ten-Year Program for Education and Training). It has been subject to technical validation with the technical and financial partners and political and social validation with the social partners.

The Ten-Year Education and Training Program, now called the Education and Training Development Program, which began its preparation in 1996, has capitalized on all these approaches that it has developed and deepened. to include them in a policy framework that identifies, prioritizes and plans government priorities, harmonizes and organizes interventions. It must therefore be considered as a framework for the operationalization of the objectives of the World Declaration on Education, which aims to: - democratize access to basic education - improve the quality of learning - make the management of the system more efficient States,

Governments and partners have realized that sectoral programs must break with the project approach and be part of a holistic approach that is a process of harmonization and integration of initiatives and approaches, requiring coordination stakeholders. This appears as a mechanism for greater effectiveness of actions and forcing stakeholders to work Education and Training Development Program to achieve objectives identified, negotiated and stabilized jointly.

This review shows that progress has been made in the last decade towards the realization of the principles set out in the Jomtien Declaration.

Context for development of education and training development programs

The educational policy of Senegal was inspired by the conclusions and recommendations of the international conferences (Jomtien 1990, Dakar 2000) and regional conferences (MINEDAF VI, 46th general session of the CONFEMEN, Panafrican Conference on the education of girls ...) . At the national level, the proposals of the National Commission for Reform of Education and Training (CNREF), formalizing the conclusions of the Estates General of Education and Training held in January 1981, are the basis of the law. Education Guideline No. 91-22 of 16 February 1991, which defines the profile of the new type of man to be promoted through education. The various sectoral consultations organized by the State since 1993 have been occasions for strongly reaffirming the aims and guiding principles of the

educational system recommended by the Orientation Law. At each of these consultations, a non-complacent diagnosis of the state of the education system was made, and relevant recommendations were made to operationalize the CNREF's proposals while adapting them to changes in the internal and external environment. The general policy options have recently been operationalized by the sector's general policy letter and implemented through the Education and Training 10-year Program (Development), which has been developed over the years, by expanding the frame of reference. The Ten-Year Education and Training Program In the continuity of the Education Reform, the Government of Senegal has formulated a new "General Policy Letter of the Education / Training Sector" for the period 2000-2017, which specifies the development policy options selected for the formal and non-formal sub-sectors, as well as the strategies for their implementation. . Education policy is now focused on strengthening the system, primarily on basic education, technical education and vocational training. In this context, the universalization of elementary school enrolment by 2010 is the overriding objective of the Government. Moreover, this educational policy is implemented through the Ten-Year Education and Training Program undertaken as part of the United Nations Special Initiative for Africa. This program defines the major axes around which the State of Senegal intends, with its technical, financial and social partners, to give a decisive impetus to the quantitative and qualitative development of the education system for the period 2000-2010. In addition, the State and its financial partners have agreed to commit, in the future, all the financial resources of the sector in the PDEF, which constitutes the instrument for implementing Senegal's educational policy. The education system thus enters a phase of reform relative to the mode of management of the sector, by passing from a logic of project to a logic of program, of a subsector approach to a systemic approach which articulates the various sub-sectors. Education sectors by better managing student flows from one cycle to another.

The reform of the Education and Training Development Program in the management of the education system has also been deepened because of decentralization. The transfer of skills in the planning and management of the education system to local authorities The decentralization process initiated in 1972 was consolidated in 1996 with the establishment of regions in local authorities with legal personality and financial autonomy to the local authorities. same as municipalities and rural communities. For this purpose, the State transferred to them nine areas of competence. With regard to education, the decision-making powers of local elected representatives have been strengthened: the region receives the general responsibility for planning the development of education at the local level. The municipality and the rural community receive skills in the management of educational services in basic education and the promotion of national languages. Through the development of the various planning instruments, such as the Regional Integrated Development Plans (PRDI), the Municipal Investment Plans (PIC) and the Local Development Plans (PLD), the local elected representatives now have the appropriate means. to consider endogenous perspectives of development by integrating educational concerns. Thus, in the framework of a partnership involving local authorities, decentralized school authorities, the private sector and civil society will be prepared, regional, departmental and local plans for the development of education, which will form an integral part of the partnership.

Thus, in the framework of a partnership involving local authorities, decentralized school authorities, the private sector and civil society will be prepared,

regional, departmental and local plans for the development of education, which will form an integral part of the partnership. planning instruments of decentralized communities. Education policy is also marked by the evolution of the context following the international and national meetings, which broadened the initial frame of reference. The Global EFA Forum and the Dakar Framework for Action (2000) The end of PDEF development coincided with the World Forum for Education for All held in Dakar in April 2000. of these important foundations, a Framework for Action for Education for All, recommending that countries draw up a national plan of action or, for those who already have it, to strengthen it taking into account the objectives of "Dakar 2000 ", namely: To develop and improve all aspects of early childhood care and education, including the most vulnerable and disadvantaged children; Ensure that by 2015 all children in difficulty and those belonging to ethnic minorities have the opportunity to access compulsory, free and quality primary education and to follow it to completion; To meet the educational needs of all young people and adults by ensuring equitable access to adequate programs aimed at acquiring knowledge and skills needed in everyday life; Improve by 50% the literacy level of adults, especially women, by 2015, and ensure that all adults have equitable access to basic education and lifelong education programs; Eliminate gender disparities in primary and secondary education by 2005 and achieve equality in this area in 2015, including ensuring girls have equitable and unrestricted access to quality basic education with the same chances of success; Improve in all its aspects the quality of education in the interest of excellence, so as to obtain recognized and quantifiable learning outcomes for all.

Description of the education system

The Constitution of the Republic of Senegal stipulates that the State is responsible for the education policy defined and implemented by the Ministries in charge of Education and Training namely, the Ministry of Education, the Ministry Technical Education, Vocational Training, Literacy and National Languages and the Ministry of Family and Early Childhood. The state provides a public service mission at this level. To this end, the Orientation Law 91 22 of February 16, 1991 defines the orientations of the national education which tends to: - prepare the conditions of an integral development assumed by the whole nation - to promote the values in which the nation recognizes itself - raising the cultural level of the population The education system is structured in two sectors: the formal and the non-formal.

Formal education concerns several levels and types of education. It is composed of pre-school education, elementary education, general and secondary general education, technical education and vocational training, and higher education. At each of these levels, there is, alongside public education, a private education that has diversified and developed in recent years. Inclusive education and girls' education occupy an increasingly important place in the system's ambition to reduce the disparities created by disabilities of all kinds. Indeed, the care of children with specific educational needs and the massive enrolment of girls in school are now seen as strategies for providing a more equitable and democratic education service.

The non-formal education sector, under the responsibility of the Ministry of Technical Education, Vocational Training, Literacy and National Languages, includes literacy, basic community schools, schools of the 3rd type and Franco-Arab schools. The ambition displayed for the development of this sector is commensurate with the challenges of sustainable development, which must necessarily be based on the quality of available human resources. At the central level The Education and Training Sector is

organized around 13 national directorates, 6 of which are dedicated to the different levels of education, in addition to the specialized services attached to the various ministerial cabinets. " At the decentralized level At the level of the eleven (14) regions, one finds Inspections of Academy (16 IA) in charge of coordinating the educational action. At the departmental level, there are national departmental inspectorates of education (59 IDEN), responsible for the implementation of the education and training policy in their constituencies.

Preschool education

Early childhood (0 to 6 years old) appears today as one of the priorities of national development. The creation of a Ministry responsible for the family and early childhood reflects this political will. Aimed at children aged 3 to 6, preschool education mainly develops in cities (72% of schools are located in Dakar, Thiès and Ziguinchor). It has 3 levels: the small, the medium and the large section. In view of improving the supply of preschool, other objectives appeared as a contribution of the partners to the evolution of the initial forecasts. In this perspective, the care of early childhood appeared as a necessity that had to be translated by lowering the age of the target to 0 to 6 years. Now the new goals will focus on early childhood development and awakening in an approach that integrates education, health and nutrition. These include: - expanding access by varying and adapting early childhood care structures, especially the underprivileged segment. - readapt the curriculum for early childhood - to experiment with new childcare facilities and to innovate in the recruitment and management of teaching staff •

Elementary education

It is designed to teach children aged 7 to 12 basic skills: reading, writing, numeracy, knowledge of the environment, useful knowledge and skills necessary to live better in community and prepare access to higher levels. It lasts for six years and is divided into: introductory course (IC), preparatory course (CP), elementary course first year (CE1), elementary course second year (CE 2), middle year first year (CM 1) and middle year second year (CM2). The teaching of the Arabic language is optional on a four-year basis. For student recruitment, the government gives priority to 7-year-olds. The youngest (6 years old) are admitted within the limits of available places, if they have completed the preschool cycle. The Certificate of Completion of Elementary Studies (CFEE) sanctions the successful completion of the elementary cycle. The same examination has been used since 1992 as a selection mechanism for access to middle education. Girls' education is an essential dimension of the universal education goals in order to strengthen the struggle to reduce disparities. At the same time, this aspect of the fight against poverty appears as a factor of improvement of the gross rate of schooling. In this perspective, in the recent past, Senegal experienced a vast movement for the massive enrolment of girls in school, which is at the basis of the significant improvement in the Gross Enrolment Rate of girls, especially in the less favourable areas. school attendance of girls.

Middle education

It is taught in medium-level colleges (CEM) whose cycle 4 years, from 6th to 3rd. It is an extension of elementary education. A reflection is underway for the establishment of a curriculum that assigns its own purposes.

General secondary education

General secondary education includes 3 years of study (from the second to the final year); in 1999: 2000, it received 53.8% of the leavers of the average education. It offers two series of studies: a literary series "L", with two options (L1 or L2) according to foreign languages and a scientific series "S", with two options (S1 or S2) grouping either the economics and experimental sciences, that is mathematics. The studies are sanctioned by the baccalaureate.

Technical education and vocational training

It is a teaching provided in technical high schools and vocational training schools that has often changed guardianship. Placed under the sole responsibility of one director in this case, the Directorate of secondary education, technical and professional until 1986 (Decree 86 of 19 July 1986), it was split in two directions by the same decree : the direction of the EST and that of the FP. Today the supervision of these directorates is ensured by the Ministry of Technical Education, Vocational Training, Literacy and National Languages. The most remarkable fact is the dispersion of guardianship and the importance of learning, as training strategies and socio-professional insertion. Continuing Education and Adult Development are supported by public and private organizations.

Higher Education

It is provided to students holding a bachelor's degree, in universities and training institutions covering areas of knowledge increasingly diverse. These universities and institutes train to the highest degrees and maintain more and more relations with foreign universities in Western Europe and North America. They also welcome students from Africa and the world. The management of Higher Education is entrusted to the Ministry of Education.

Functional literacy

It supports people over 15 years old. Under the coordination of the Minister of Technical Education, Vocational Training, Literacy and National Languages, the field is open to various initiatives. Participating in its implementation, several NGOs, development companies and organizations, cultural associations and ministries such as: the preschool education and the box of toutpetits, agriculture and livestock, trade and Small and Medium Enterprises, Crafts and Industry, Health and Prevention, etc. It should be noted that a truly coherent national illiteracy program was only developed with the Kolda Symposium of 1993. The Action Plan for the Eradication of Illiteracy (73.1% in 1988), the priority goal is to reduce the illiteracy rate by 5% per year to 30% in 2004.

Basic community schools

They take care of children aged 9 to 14, who have not attended school or who have dropped out of school very early, by giving them access to a full cycle of basic education that is predominantly practical and pre-professional in national languages and French for a duration four years. Three possible exit profiles are available for ECB products: access to the formal through bridges designed for this purpose, direct insertion into the community, access to vocational training structures. • Third type schools These are the other forms of non-standard schools, including those of the street, organized by

non-formal and non-standardized bodies that the system must strive to accompany in the absence of capturing.

Teaching Arabic

Arabic, widely used in the non-formal, is taught on a voluntary basis in nursery and primary schools and optionally in middle and high schools. In primary school, Arabic has a dual status: it is both a medium and an object of instruction, which gives it its socio-cultural and religious significance in Senegal. In the non-formal sector, support structures for the teaching of the Arabic language are emerging more and more in the educational space under the name of Franco-Arabschools, "daaras" (Koranic schools) and literacy centers

Qualifying educational structures for young people and adults

In the new context of planning, it is about promoting structures that meet the educational needs of all young people by ensuring equitable access to adequate programs to acquire the necessary knowledge and skills in daily life. By their approaches, these structures will have the mission of capturing the whole dimension of poverty reduction as well as the fight against disparities.

Financing mechanisms for education in Senegal •

Public funding of education •

The state budget allocated to education With Act III of decentralization, departments and municipalities participate in the financing of education expenditure. This contribution is directed towards elementary education and preschool, followed by general and vocational secondary and middle levels. They contribute timidly to the financing of higher education except for those who grant even more marginal scholarships to students or support charges of accommodation, transport or food. The department receives skills at technical high school and vocational high schools, the construction of technical education and vocational training centers, planning and school mapping, support for the operation of management bodies at the regional level, the promotion of the school-business partnership, literacy among others. The commune receives skills at the level of elementary schools, preschools, basic community schools, daara and Franco-Arab schools, literacy centers. It supports the department in the development of vocational training To assume these competencies, they receive from the central State endowment funds, competition funds and part of the Consolidated Budget of Investment for constructions. They can benefit from borrowing or financial support through decentralized cooperation, as well as through contracting in a public-private partnership (PPP) framework. Also on own resources, they try to assume its missions fully. Decree No. 2008-209 of 4 March 2008 setting the distribution criteria of the Decentralization Endowment Fund states that in order to help local authorities to exercise the powers transferred to them, the Code of Local Authorities provides, Article 5 in their favor, a concomitant transfer of financial resources and the provision of external services of the State. In order to cope, on the one hand, with the burdens resulting from this transfer of powers and to ensure, on the other hand, the functioning of the organs of the region which does not have its own resources, it has been retained, pending the in place of a renewed local taxation, the creation of a Fund for Endowment of Decentralization.

The Decentralization Endowment Fund is funded by a levy of 3.5% on the Value Added Tax (VAT) in accordance with the provisions of Article 59 of Law No. 96-07 of 22 March 1996 on the transfer of competences to regions, communes and rural communities, modified by law n ° 2007-07 of 12 February 2007 and law n ° 2013-10 of 28 December 2013 on the General Code of Local Authorities. This fund has been broken down into three endowments:

- A compensation allowance;
- An operational endowment;
- A staffing support to the State services.
- Local government budget allocated to Education

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- A staffing support to the State services.

In addition to the decentralization endowment fund (FDD), BCI transfers for construction, there is also the Local Government Equipment Fund (FECL) which facilitates the financing of local investments. The FECL was established by Law No. 77-67 of 4 June 1977 on the 1997/1998 Finance Law, initially as a special purpose account for two missions:

- Provide local governments with interest-free loans
- Grant competition funds for the realization of their investments.

Models of Senegalese, European (especially Spanish) and the United States

Differences

In some countries (USA) the administration is decentralized. The decisions as well as the control of the implementation depend on the organizations close to the educational center, executing absolute of the system. The technical measures of planning, of disposition of means, are taken by these organizations, which have only the constitutional bases and the outline of what the education of the country should be.

In Senegal the administration is rather centralized

It requires the existence of the ministry that carries out all the executive and directive actions, controls and planning related to education in the country.

The Senegalese school system resembles the French system. Indeed, the Ministry of National Education is decentralized at the regional level by the Academy Inspectorate and then by the National Education Inspectorate.

For financial reasons, the Senegalese government has liberalized the education system: allowing teachers, who have not finished their training, to teach with less pay and private schools to see the light of day.

In rural areas, often the local population is forced to build its own schools. On the other hand, it is the National Education which appoints the teachers in these schools

Similarities

- The organizational model of the Senegalese system is similar to that of Spain in 1857 with the Moyano law.
- Primary education, provided in schools.
- Secondary education, taught in high schools.
- Optional courses, organized in the universities and which gave the title of Mastery.
- Higher education, organized in universities and giving the title of Doctorate

Similarities also emerge with the innovations and changes brought by the LOGSE such. than :

- Inclusion of maternal education from 0 to 3 years in the education system and

- The start at 3 years of the second cycle (from 3 to 6 years). This level is given the educational character and not just help.
- The extension of compulsory and free education up to the age of 16 (or up to 18 if two years are doubled).
- The creation of secondary education, with criteria of comprehensiveness and progressive specialization.

Conclusion

The option of massification adopted by Senegal has allowed children on the margins of the school system, in this case those from rural areas and disadvantaged urban areas, to attend school. Massification is the first element in the reduction of educational inequalities since it allows the greatest number to access school. However, "if access to school is a prerequisite for the acquisition of school knowledge, it is not a sufficient condition. Students must not only go to school, but acquire the knowledge that will help them stay and progress "(Henaff& Lange, 2011). Also, for Senegal, now that the universalization of the school is in the process of being achieved, investment in quality seems conceivable and could make it possible to achieve sustainable school expansion, stimulate the demand for education and training students with better skills. "

The strategic and operational management of the Education and Training sector depends on its ability to effectively mobilize and manage the required resources at the local and national levels, to ensure quality education services for beneficiaries and finally to report to the nation and the international community its results for informed decision-making by policy makers.

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Receipt date: 08/25/2018
Review date: 09/10/2018
Acceptance date: 05/15/2018