



ASSOCIATES IN RESEARCH AND  
EDUCATION FOR DEVELOPMENT

# Developing Sustainable Institutional Ecosystems Supporting OER

AREED

SENEGAL

FROM THE PERSPECTIVE OF PUBLISHING IN NATIONAL LANGUAGES

Cheikh DIOP, Head of Publishing

# Overview of Presentation

1. Why OER in Senegal?
2. Context of OER in Senegal
3. Experience of ARED in OER Development : WorldReader, LPT AND RELIT Materials
4. Challenges in Developing OER in National Languages
5. Key Strategies for Sustainability

# Why OER in Senegal?

- Equitable Access To Education And Knowledge
- Cost Reduction For Learners And Institutions
- Localization Of Content To Meet Cultural And Linguistic Needs

## 2. Context of OER in Senegal

- Low Presence Of OER And DPGs In Senegal
- Lack Of Policy Framework Supporting OER
- Linguistic And Cultural Diversity
- Low Literate Environment In A Context Of Bilingual Education

Integrated Framework (MOHEBS) By The Senegalese Government

### 3. ARED And OER Development : Worldreader, LPT AND RELIT

**WorldReader Initiative:** Digitizing 30 books for free access in a digital library (2015-2016).

- Challenges related to the specificities of Senegalese languages:  
issues with font compatibility
- Securing Permissions With Copyright Holders

### 3. ARED And OER Development : Worldreader, LPT AND RELIT

*Lecture Pour Tous* (Reading for All) program : Producing more than 86 titles in 3 national languages (2017-2021).

- 86 Openly licensed titles including TLMs and Levelled readers for Grade 1 to Grade 3
- Challenging task : linguistic challenges, little time, many titles, action-research, etc.
- Contracting with specialists, authors and designers, etc. for about six months to produce the materials

# LPT : 2017/2021 : SUB-CONTRAT - CHEMONICS - ARED

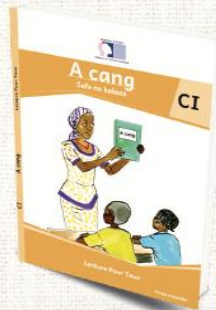
**03**  
LANGUAGES

**03**  
GRADES

**06**  
ACADEMIES

## 86 Titles in Six Months

- ▶ 1 Alphabet Chart for G1 per Language
- ▶ 1 Teacher's Guide per Level
- ▶ 1 Classroom Textbook per Level
- ▶ 1 Home Workbook for G1 and G2
- ▶ 7 Levels of Graduated Decodable Booklets



## A Multifaceted Contribution

- ▶ 3 Developed Language Modules
- ▶ Strengthening Training in Didactics, Coaching, and Community-Based Approaches
- ▶ Monitoring Classroom Practices
- ▶ Contributions to the Evaluation System
- ▶ Hosting Radio Programs



### 3. ARED And OER Development : Worldreader, LPT AND RELIT

**RELIT (Reading for All) program** : Producing more than 52 titles in 6 national languages (2021-2026).

- 52 Openly licensed titles for Grade 1 and Grade 2
- TLMs for KG produced
- Challenging task : linguistic challenges, little time, many titles, action-research
- 6 language specialists recruited fulltime
- Contracting other specialists for quality control
- Leveraging Gen AI to save time in production



# RELIT 2021/2026

## SUB-CONTRAT RTI-ARED

06  
LANGUAGES

02  
LANGUAGES

02  
ACADEMIES

01  
AREA (language and  
communication)

### TLMs Aligned with the MOHEBS

- 1 Alphabet Chart for G1 per Language
- 1 Teacher's Guide per Level in Two Volumes
- 1 Classroom Tool per Level

### A New Dimension in Supporting the MOHEBS

- 6 Modules de langue elaborés
- Renforcement des formations en didactique et en coaching
- Suivi des pratiques
- Un accompagnement du men en ressources



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2024 -2027  
A DIRECT PARTNERSHIP

## 4. Challenges in Developing OER in National Languages

- a. Limited Availability of Resources in NL
  - Lack of Existing Content:
  - Linguistic Research Gaps:
  
- b. Linguistic Diversity :
  - Multilingual Context
  - Variety of Dialects
  
- c. Technology Barriers:
  - OER Infrastructure
  - Digital Divide

## 4. Challenges In Developing OER In National Languages

- d. Shortage of Skilled Specialists in NL
- e. Limited Awareness of OER Principles
- f. Relevance and Contextualization
- g. Pedagogical Adaptation
- h. Adoption Resistance

## 5. Key Strategies For Building Sustainable OER Ecosystems

- a. Policy Framework: Advocacy
- b. Stakeholder Engagement
- c. Public Awareness
- d. Infrastructure Investment
- e. Capacity Building
- f. Monitoring and Evaluation
- g. Leveraging Gen AI