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Degree of Master's of International Studies
(International Area Studies)

Secondary education challenges and policies
in Senegal and South Korea: 2000-2018

세네갈과 대한민국 중등교육의 도전과 정책에 대한 연구:
2000- 2018 년을 중심으로

August 2020

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Master's Thesis of International Studies

**Secondary education challenges and policies in
Senegal and South Korea: Since 2000-2018**

A thesis presented

By

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requirements for the degree of Master of International
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ABSTRACT

This research paper explores and analyzes both the Senegalese' and South Korea's education challenges and policies using the historical method of analysis.

Albeit some efforts to implement the main educational reforms, Senegal has been facing many obstacles and problems transforming the colonial education system set by France.

The analysis of the findings advocates that colonial legacy such as language, inefficient policy reforms and inadequate monitoring system are the major factors that slow down the progress of education in Senegal while in South Korea, they first get rid of their colonial language and implement compulsory primary education which impact positively in their secondary school. Concerning this, Senegalese policymakers should focus more on how to improve the education system to have skillful and knowledge-based human capital. The study adopted the historical analysis that encouraged the use of qualitative approaches. Findings collected have been analyzed through statistical description like percentages and showed in graphs.

Some argue that Senegal and Korea were at the same level of development in 1960. Thus, the question we ask is why in 2019, Senegal's education is still lagging behind?

The thesis ends with some policy recommendations and concludes with inspiring recommendations on some Korean successful policy reforms that could be an excellent way to enhance the Senegalese education system in accordance with its modern society and youth.

The main arguments found after analyzing the findings advocates the interests of Senegal to make primary education compulsory and sensitize parents about students' dropout of school.

KEY WORDS: education- challenges - policy reforms- historical analysis – system

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KOREAN ABSTRACT

본 논문은 역사적 분석 방법을 사용하여 세네갈과 한국의 교육 과제와 정책을 분석하고자 한다.

교육 개혁을 시행하려는 노력에도 불구하고, 세네갈은 프랑스의 식민지 교육 제도를 변화시키는데 많은 장애물과 문제를 직면하고 있다. 조사 결과에 따르면, 언어, 비효율적인 정책 개혁 및 부적절한 감시 시스템과 같은 식민지 유산은 세네갈의 교육 발전을 늦추는 주요 요인이라고 하였다. 반면, 한국의 경우에는 우선적으로 식민지 언어를 없앴고 의무적으로 초등 교육을 시행하였는데 이는 중등 교육에도 긍정적인 영향을 주었다. 이와 관련하여 세네갈 정책 입안자들은 능숙하고 지식에 기반을 둔 인적 자본을 위해 교육제도를 개선할 방법에 더 집중해야 한다. 본 연구는 질적 연구 방법을 추천하는 역사적 분석을 시행하였다. 결과는 백분율과 같은 통계적 설명을 통해 분석되었으며 그래프로 표시되었다.

어떤 이들은 1960 년 세네갈과 한국이 같은 수준의 발전이었다는 주장도 있다. 왜 2019 년에도 세네갈의 교육이 아직도 뒤쳐져 있는 걸까?

본 논문은 세네갈의 교육 시스템도 현대사회와 젊은이들과 같이 발전할 수 있도록 정책적인 제안과 함께 한국의 성공적인 정책 사례도 같이 제시하며 끝을 맺는다.

분석 결과 본 연구의 주요 쟁점은 세네갈의 초등 교육을 의무화하고 학부모들은 학생들의 중퇴에 대해 민감해져야 한다.

주요 단어: 교육, 과제, 정책개혁, 역사분석, 시스템

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LIST OF ACRONYMS AND ABBREVIATIONS

EFA	<i>Education For All</i>
PAQUET-ET	<i>Program of Improvement of Quality, Ethics and Transparency in Education Training Sector</i>
SDG	<i>Sustainable Development Goal</i>
INSET	<i>In- Service Education and Training of Teachers</i>
BFEM	<i>End of Middle school Certificate Exam</i>
GPE	<i>Global Partnership for Education</i>
PAQUET	<i>Program for Quality, Equity and Transparency</i>
ESP	<i>Emerging Senegal Plan</i>
OCDE	<i>Organization for Economic Cooperation and Development</i>
PDEF	<i>Ten-year Education and Training Plan</i>
SABER	<i>Program for Analyzing Education System of the Conference of Education Ministers</i>
TVET	<i>Technical and Vocational Education and Training</i>
MOE	<i>Ministry Of Education</i>

MEFP	<i>Ministry of Education and Vocational Training</i>
CLT	<i>Communicative Language Teaching</i>
MEN	<i>Ministry of National Education</i>
PARC	<i>Program for Analyzing Curricular Reforms</i>
EGEF	<i>Global Educational Control and Training</i>
NGEP	<i>National Group of Education Partners</i>
RNSE	<i>National Report for Education</i>
GCED	<i>Global Citizenship Education and Development</i>
KDI	<i>Korea Development Institute</i>
LIF	<i>Low Income Families</i>
LIC	<i>LOW Income Countries</i>
MIC	<i>Middle Income Countries</i>

CHAPTER I: INTRODUCTION

Begun in 1990 and regulated by the United Nations Educational, Scientific, and Cultural Organizations (UNESCO), the Education For All (EFA) is a program that targets to provide a necessary schooling system to the entire deprived people worldwide. The aims for this plan, according to UNESCO, could, in a statistical way, lower the discrimination and assure that adolescents, the young generation, and mature people stay alive and active. The EFA targets are wide and look to be set, so as the application procedure could be compatible with every kind of situation. (UNESCO).

Since the initiation of these actions in the 1990s, these results seemed hard to accomplish, especially in countries located in Africa South of Sahara. The aims of the plan and that of EFA have not been reached due to the way that standard education has been conceptualized. Education is seen as a social fulfillment and a promotion of both competitiveness and innovation for economic development. It is also recognized as a universal right. In this regard, Senegal, like the International community, has committed itself for the universal access to education for its youth population at the dawn of the Third millennium. This government's commitment to the Education sector is confirmed throughout the "Program of Improvement of Quality, Ethics and Transparency in Education and Training Sector ("PAQUET- EF, 2013- 2025 ") whose main goal is improving access to Education quality. The end of the first sequence of the ("PAQUET-EF") overlaps with the adoption year of the 2030 Agenda for Sustainable Development Goal (SDG), one of which is the SDG4 Education.

In the Senegalese case, two major problems caused the deficiency of the success of education: the first one is related to the ways professional education is seen by the population and the language that is used to conduct education in class.

At the same time, the aspiration to retain France language as a means of education during the post-independence period avoided the mass of Senegalese people from receiving an education quality, which could give them some background with a way to participate to the rise of the society.

There is also a strong need to precise that we do not intend to use the same time period both countries. The year 2000 is meaningful in Senegal in the sense that it's considered as a particular year in the political history of the country. One filled with hope for many reasons, but the most important one has to do with the ways in which people had a tremendous hope and thirst for change. Senegal was led for over the course of forty years by one single political party called the socialist party. Then when Abdoulaye Wade came to power with a number of reforms including boosting the freedom of speech and people's rights to gather and protest freely, even if by the end of his term, Wade broke these initiated rules. Most importantly among these changes are, Wade's plan and goals in terms of education.

In the education sector, he made great efforts to solve recurring problems that parents, students and parents were facing almost every academic year by creating policy reforms such as PDEF. Given the critical importance of this timeline on policy reforms that triggered change in Senegalese education overall. However, on the Korean side, 2000 was not as equally important and meaningful as in Senegal. Because in (2000), Korean

education was at a high level. While 2000 was critical for Senegal, our data shows that in 1961, South Korea was in a similar stance in terms of policy making and a critical moment for South Korean education.

Since our research paper aims at dealing with the Senegalese and South Korea's secondary school challenges and policies, there would be a need to know the main lessons that Senegal could learn from South Korea.

Then the major questions we ask are:

Why is Senegalese secondary school enrollment struggling?

If we look at Senegal through Korean Education, what does that lesson suggest to Senegal?

Is it feasible in the Senegalese context?

Is it possible that South Korea could learn something from Senegal?

1-1- Statement of purpose:

In the 1948 Universal Declaration of Human Rights, Education is considered as a fundamental right (article 26). According to Koffi Annan, former General Secretary of the United Nations, who argued in the World Forum of Dakar that education is “the key for enabling succeeding generation to succeed. “As in many countries around the world, the Senegalese education system puts a lot of effort on the In-Service Education and Training of the Teachers (INSET) to ensure better quality education.

As mentioned in the title, this research focuses on secondary education. However, to address this issue, we need to consider other sectors like primary education because there is a connection and correlation between secondary education and primary education. It is important to examine the root of the problem in secondary education, and in order to do so, the research data suggested to look at primary education, which is a stepping stone for secondary education.

Therefore, we were trying to show some achievement rate from junior high school because those students are supposed to go to high school after passing their final national exam. Another point is if you have a good quality of education and high enrollment rate in both primary and junior high, this probably may lead to a good secondary school rate too. We believe that looking at it from a holistic perspective will give a broader view of the situation rather than only looking at secondary education without examining the strengths and weaknesses of the building blocks of secondary education

Senegal accomplished laudable progress in terms of access between 2000 and 2015. In elementary school, gross enrollment rates went from 67.2% to 84.6%, and the gender parity index went from 0.87 to 1.1(Rapport national sure la situation de l'éducation au Senegal, out 2015).(l'Education 2016)

However, despite progress over the years, Senegal's education system still faces significant issues and challenges. As a contribution, this research aims to identify the challenges and policies that are applied so far towards the Senegalese secondary school

from 2000 to date to have a clear understanding of the prevailing situation, good and bad aspects of its composition and find out efficient means to improve it for a common better off.

For a sound education system, this implies essential changes in resource allocation decisions such as school closures or mergers in rural areas or inner cities, as youth populations decline and families migrate. It has also resulted in significant shifts in policy towards improving learning outcomes and lifelong learning to remain competitive in the global market.

1-2- Significance of the research:

As one of the countries that turned from an economic recipient to a donor, South Korea has made a lot of efforts to reach its level of economic development which some scholars such as Se II linked to a good quality of education which led to excellent human resources and a well-trained workforce. The question that may come in mind is: how is it doable for a country with meager natural resources to reach such noticeable progress in a so little period given the fact both Senegal and South Korea were third world countries in the 1960s? The answer could be found in South Korea's expenditure on human resources towards education, especially, its policy reforms in education in general, but more importantly in secondary education, which is a critical age for students who are young and eager to change the world if properly guided or trained with passion and motivation to change their country. To this day, Senegal is still a developing country while Korea is seen for some as a developed country.

Another important aspect is what people called the “Korean miracle” which exists nowhere else worldwide. From these remarks, Korea could be seen as a reference/ model country in terms of economic development that, in our view, is somehow essentially based on its education to name a few.

Education is one of the key and critical sectors that contribute to the development of a country. Indeed, education is also seen as the cornerstone of any society. Therefore, no development can be achieved without a successful educational system. For instance, in South Korea, emphasis on bringing everyone up to a certain level and the tight controls over curriculum, textbooks, and teacher training meant that education standards were consistent. They have a system that trains people who can work seriously on the challenges and the needs of the country — a generalization of secondary education and invigoration of vocational education (1961-1980).

Decision board, administration offices, parliament, lawyers may find a tool to understand the educational frame before implementing any policy reforms.

Our biggest aim after doing this research is to propose context-based solutions for the improvement of education quality in general and, more specifically, on secondary education in Senegal.

Most importantly, this research will give me and potentially any prospective researcher in the same field opportunities to be familiar with various research skills, which can allow us

to carry out more research projects to address more issues regarding education challenges and policies in my home country.

The main reason to write this thesis on Senegal's and Korea's education systems is that no paper in GSIS about Senegal's and Korea's secondary education has been written so far. Moreover, Senegal might inspire to a certain extent from South Korea's expertise in several sectors, particularly in Education. South Korea, as a developed country, may need to be opened to overseas countries in the world and have partnerships in Africa. Senegal is the most stable country in West Africa and has good governance and security for investment.

1-3- Scope of the study and limitation

Two decades after the world conference on education, the challenges of the Senegalese government remain. Our analysis will make it possible to appreciate the improvement of the Senegalese model in light of the conclusions of this assembly, for instance, among the twelve decisions undertaken, we can cite:

1. Aspects of improving all the quality of education,
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to education of good quality from 2000 to 2015.

Our timeline will cover the period from 2000 to 2018 to see if those goals have been fully achieved.

The policy framework of our study is covered by the resolutions of the assembly and policies since 2000 in Senegal. There is no doubt that the literature on education is flourishing. The obstacle to our work is related to the existence of a theoretical approach to carry out our analysis.

1-4- Hypothesis and Research questions:

Senegalese Education's quality seems to be very low compared to that of South Korea. Therefore, improving the education policy reforms would effectively have a positive impact on the quality of education, and most importantly, this will lead to a stable education system which is a synonym of good school results including final exam such as BFEM (end of middle school exam certificate) and Baccalaureate.

Our hypothesis is that the relative failure of some policy reforms and the lack of implication of all the actors are the main issues for the Senegalese education system in general. Indeed, colonial legacy is also one of the causes of the education system failure.

The questions we aim to find answers for are:

What are the main challenges in Senegalese secondary education, and why are those challenges persisting while they are already tackled in South Korea, a country that had a similar GDP as Senegal in the 1960s? The following questions are subsidiary:

- What are the main challenges for South Korea's education system?
- What are the major policies that have been undertaken by the two countries?
- How have these policies impacted their respective education systems?

CHAPTER II: THEORY AND METHODOLOGY

2-1- Literature review: Senegal's context

- Education has always been considered as one of the most important sectors for a country, especially in the era of globalization where human resources, human capital, and movement of workers are increasing every now and then.
- The 1948 Declaration of Human Rights said that education is a fundamental right. Yet, today, millions of individuals deprived of basic education are still unaware that this is a right they can demand. In his speech during the World Education Forum, held in Dakar from 26 to 28 of April 2000, the Director-General of UNESCO said: “UNESCO for its part, will focus on strategies identified in Dakar as deserving particular attention, such as early childhood development, girls’ education, literacy, education in emergencies, HIV/AIDS and health issues, and the role of information and communication technologies in education.” I am currently taking steps to enable the Organization to develop its innovative potential and capacity to guide and inspire the work of actors on the ground.
- Organization’s essential asset is the unique multidisciplinary approach it can bring to bear on all these issues so that education for all becomes a reality by 2015 at the latest, and much sooner if possible” (UNESCO 2000).
- Of education in Africa, in general, a case study of Senegal.
- To Global Partnership for Education (GPE), Education has many challenges in almost all the developing countries.

- Childhood care and education are of paramount importance because children are supposed to be the future leader, so they need to be well prepared through excellent quality of education. GPE argued that investing in care and education for children at an early age can improve their well-being and their chances to learn and escape poverty.
- Equality and girl's education is now an issue that many developing countries are encouraged to consider more seriously and address. Therefore, GPE also encourages countries to help more girls enroll in school to receive a good quality education. For example, in Senegal the government encourages girls' enrollment in the field of science, and realizing that there is no doubt that we are living in a contemporary society where the pace of change has increased beyond our wildest expectation due to scientific and technological breakthrough that are changing the way in which we view the world, a national test called "Miss Mathematics" is organized every year so as to boost and detect the future scientists.
- The issue of knowledge and innovation is also something that should be taken into account. That is why GPE strengthens the technical and institutional capacity of its partner to build an effective and efficient education system that delivers improved outcomes in learning equity, gender, and inclusion.
- Of the big challenges in Senegal are the out-of-school children who can be seen as a serious issue in Senegal. Many children drop school nowadays due to many reasons. GPE says that there are still too many children, most of them poor and

marginalized, who do not have access to school. GPE aims to reduce the number of children who drop school through targeted support in partner countries.

- Senegal, the education sector has been facing many challenges, such as lack of trained teachers, shortages of teaching resources, and a challenging school environment. To address these challenges, the Program for Quality, Equity, and Transparency Improvements 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.
- To achieve these goals, the PAQUET covers eight priorities that are all significant and are play an important role in the sphere of teaching and learning process. For instance, the one called:
- Universal basic education for all citizens”: this is in accordance with the decision undertaken during the World Forum of Education held in Dakar. The main target was to reach a good enrollment rate of children.
- The overall objectives of those priorities are to enhance and strengthen the educational system quality. Therefore, the government has prioritized these objectives to meet the goal of developing competent human resources in line with the requirements of sustainable development goals (SDG).
- Education sector development grant from Global Partnership for Education (GPE) was approved in April 2016 to conduct an evaluation of the first phase of the Emerging Senegal Plan (ESP) and to update phase 2 and phase 3 documents of the ESP.

Since its independence, Senegal has made significant progress in terms of educational programs and policies. However, Senegal keeps facing several obstacles to improve its education system and become an emerging country. Education is usually seen as an essential pillar for development, therefore for a country to reach a high economic level of, it should have a sound education quality system that is synonymous with knowledgeable human capital and human resources.

In Senegal, for example, education is considered as one of the most critical national sectors. However, it seems as if it fails because of many reasons. In this article (volume3. De l'analyse à l'Action), they argue that there is a close link between the level of education, which is an essential aspect, and the job influence that completes its contribution to the improvement of the economy. To reach the aim of increase over 7% per year and continuously raise the total production aspect, profound changes are needed to be done. Senegal faces some problems like a limited qualified workforce that precisely impacts negatively on trade, narrowed by a weak number of skilled and proficient Human Resources. The deficiency of the human capital reserve also alters the population welfare and the Senegalese bureaucracy competence, which suffered formerly from an absence of trained people, who, albeit their professionalism, are unqualified on the monitoring sectors (OCDE 2018). From this perspective, enhancing the efficiency of the system of education would be paramount importance and affects positively several segments of the economy of Senegal and the population as well. Moreover, education is the key national utility whose population awaits a kind of condition. In Senegal, the increase of some population

skepticism toward national education dissatisfied by its outcomes is conceived (OCDE 2017).

A lack of trained teachers, shortages of teaching resources, and a difficult school environment have challenged Senegal, but 2000 is a year of new aspiration for most Senegalese people because of political changes that brought many hopes towards the country. This was the first time Senegal had a new regime change with Abdoulaye Wade as the president.

These high expectations were due to the fact that a single party ruled Senegal for over 40 years. Once in power, President Wade tried to bring some positive changes in the educational system by creating the Ten- year Education and Training Program (PDEF)¹.

According to India ELIOT who wrote a thesis on : “Meaningful Learning in the Senegalese Education System: “ Problems of Language, Culture and Colonization “, when interviewing some teachers he asked this question: “ how do teachers in Senegal make learning meaningful for students across the linguistic and content barriers posed by the French education system? This question, according to him, predicts that there are many problems that Senegal is facing in its educational system. On the same wavelength, the author of this thesis mentioned Léopold Sedar Senghor’s position towards colonial language legacy, which is still the most dominant in Senegal, where French is the official language. Policies and programs are even designed inspiring on the French model (CHILTON 2016). Moreover, from this perspective, Senegal’s Education system can be described as follows:

¹ A 10 year program on Education and training based on the goals of EFA

Senegal has a 3- 6- 4- 3 formal education structure. There are three years of primary school, which has an official entry age of three and is referred to as *education pre-scolaire* (elementary school).

Primary school, which is known as “enseignement élémentaire,” has an official entry age of six and a duration of six grades. At the end of the cycle, students receive the certificate de fin d’ études élémentaires (CFEE). Secondary school is divided into two cycles: lower secondary and upper secondary. Lower secondary, which is known as enseignement moyen, consists of grades 7- 10 and culminates in the brevet de fin d’études moyennes (BFEM); upper secondary which is known as enseignement secondaire general, consists of grades 11- 13 and culminates in the baccalaureate. Besides, Senegal has lower secondary vocational education tracks that last three years, and multiple upper secondary vocational education tracks that is last two to three years (ISCED 2011 mapping for 2013 school year). According to UIS data, the education structure has been in place since at least 2000. In principle, no years of preprimary school and eleven years of and secondary school are free and compulsory (UIS.Stat accessed May 2018). The academic year in Senegal officially runs from October to September (UIS data for 2016 academic year).

Leopold Sedar Senghor was among the influential people in Senegal during the 20th century and was seen as a central figure as far as Senegal’s education system is concerned. Thus, he suggested active assimilation as a response to colonial assimilation policy. According to him, language and culture have great power over building a unified cultural identity laid in Senegal’s reality, which he thought can be a successful development for the entire community.

A report done by SABER – EPS focused on the private sector engagement in education. Thus, they first highlighted the period in which the private sector engaged in education and now the role it is playing, particularly in low- income countries (LIC). The report showed the implication of private sector in education and the enrolment rate, which moved from 11 to 22 percent.

From this report, one can say that they present an analysis of how effectively current policies in Senegal engage the private in both primary and secondary education (SABER-EPS). In Senegal, they found that primary school education is almost universal, but enrolment in secondary school is still low. In this statement, they try to show the gap between the two levels. They also mentioned Equity and quality challenges, which still remained in these two (primary and secondary) (GROUP 2016).

Albeit the fact of being among the top four francophone countries regarding learning outcomes, as measured by the Programme d'Analyse des Systemes Educatifs (PASEC, Or Programme for the Analysis of Education System), its achievement is low in comparison with middle- income countries (MIC) (Bank 2013). These two statements show the decreasing quality of educating during the 1996- 2006 period, whereby the education access rate was high.

In her thesis, Kristine Gulbrandsen Krousstad mentioned that the concept of education seemed to be defined as “Western-style” education. Moreover, the systems of education were introduced as if no learning methods existed before them, particularly schools from Europe. From our background knowledge, we realized that education and culture have a close link in the sense that education in this context is related to language, which is referred

to one's cultural identity. In this regard, Kristine argues again that the relevance of culture as something considered a prerequisite for social ownership and involvement of parents, which plays a vital role on both sides of enrollment and results for every student.

According to (Chabbott 2003) cited by Kristine in this thesis, the world has come to increasingly endorse two fundamental human rights since the end of the Second World War and the Universal Declaration of Human Rights from 1945 the right to development and the right to education. From the Jomtien World Conference of Education Forum held in Thailand in 1990, organizations such as UNESCO, UNDP, UNICEF, the World Bank, some NGOs, and 164 governments agreed to commit to six goals (6) on education to be reached by 2015 laying emphasize upon providing basic education quality for all children (Chabbott 2003). The same objectives were refreshed during the Dakar meeting in 2000, where a framework of action was agreed on.

Cited in her thesis, (Crowder 1967) , in his book titled: *Senegal, a study of French Assimilation policy* argued that assimilation is one of the main issues talked in the literature of the 1960s. This statement shows how France treated its colonists (direct rule) to influence the culture. Besides, Crowder also describes how some undertaken policies have impacted on Senegal's post-colonial state. The fact of pointing out assimilation in education was one to increase the value of culture.

In the case of Senegal, we have noticed two main problems that might cause unsuccessful education system: the first one is related to how Technical, and Vocational Education Training (TVET) is seen and the second is the language (French) we use to conduct the teaching and learning process in classrooms. Senegal's economy is mostly focused on

agriculture, which could justify the lack of vocational education schools (DOME 2015). Besides, it is also worth mentioning that Senegal has over the past few years made an effort to broaden out vocational schools slightly, but the gap between supply and demand is still wide.

However, people can have another view on this issue. Thus, TVET may be encouraged in the sense that students could acquire practical knowledge.

2-2- Korea context:

In one report from the Ministry of Education titled Education- System South Korea, they describe the Korean education system controlled by the Ministry Of Education (MOE), which is in charge of the policy reforms in accordance with the government. Moreover, it is also the case for teacher- training college supervision and human resource policy.

Korea's education system goes through different periods, wherefore we have noticed no changes or improvement accordingly. For instance, in this report, it is argued that the 1950s corresponds to the rebuilding of the system of education with a big focus on democratic education. The 1960 and 1970 are the periods in which the emphasis is on the increasing number of students, likewise teachers and facilities.

In the past, South Korea was among the poorest countries in the world. However, it has become a donor country, and exports electronic products such as telephones, televisions all over the world. It also exports cars and ships, and is one of the countries that turned from an economic recipient to a donor.

The question that may come in mind is: how is it doable for a meager natural resources country to reach such noticeable progress in a so little duration time? The answer could be found in its expenditure on human resources towards education.

The policy of Education in South Korea designs to fulfill the following goals, to promote high quality education to everybody, to spread opportunities to stimulate dreams and skills of each learner, to help socially weak class in need of consideration, to focus more on practice on education, insisting on civil rights and global attitude. There is no excess saying that Korea's future lies in its human resources. In order to strengthen the hopeful expertise of the coming years and reinforce the necessary education system to coordinate much more vigorously with the rest of the world, the government of South Korea remained to make constant achievement.

The present literacy rate in Korea is one of the highest in the world, along with the percentage of its students going on high school. The extensive support of the government has resulted in such an achievement. After the liberation from the Japanese occupation, the Korean government started to implement free education for different stages of education. Since the onset of free elementary education in 1959, the Korean government has been continuously expanding the scope of free education from middle school (1985 – 2005) to high school (through 2017). Though these determined efforts, the education system in Korea has made impressive quantitative growth relatively quickly, which led to its high level of academic achievement and research capacities. Furthermore, some decisions have been taken:

Korean government first tried to support the population aspiration on Education by implementing some effective techniques such as enlarging the size of the classes (from 1950 to 1970s), running several changes of classes per day, allowing late-night schools, and so on.

Above all, there are three education policies which seem to be successful and worth mentioning:

- From 1961 to 1980, Korea's government implemented the "generalization of secondary education and invigoration of vocational education."
- From 1981 to 1997, it set what is called "development of higher education and lifelong education to create the necessary knowledge for the knowledge-based society."
- From 1998 to date is the period in which Korea proceeded to the policy called "cultivating the world-class creative manpower and expanding lifelong education."

These three education policies are all the more important that African countries, such as Senegal, could refer to them to build their nation and have a good education quality.

According to this article from Korea's Ministry of Education, human capital is the main focus, and to reach a society's need, one should have well-trained and skilled human resources (MOE 2012).

For these reasons and among others, schools, teachers and parents were united as one to work together to pursue quality education as their collective vision, which eventually came to fruition of present Korea's education system under the principle of " Education for Everybody, providing quality education to all its citizens.

The question one may ask is: what could Senegal do to achieve the same level of education quality? Moreover, how should it proceed if we know that the Senegalese economic, social, and political context is widely different from that of South Korea now? And to avoid failure in terms of applying any policies, those parameters must be taken into account.

2-3- Methodology:

- Are there several methodologies that can be used in qualitative researches? This paper will look specifically at historical research as a methodology for qualitative research.
- Important aims for conducting historical methods are:
- To reveal or uncover the unknown.
- To answer the questions which so far have not been answered yet.
- To search and identify the relationship of past happenings and their link with the present.
- To record and assess past activities and achievements.
- Using this method could be a good measurement tool for the findings.

For that, we would identify some specific policies in South Korea that may work in Senegal and try to apply them and see what would happen. To conduct my analysis, official documents, books, journal articles, reports and data, which are all critically important in this paper would be used. Thus, we intend to deal first with Senegal's case then after having a look at South Korea's one. This would allow us to see precisely the main difference between the two countries in terms of education challenges and policies before providing some policy recommendations and conclusions.

CHAPTER III: CHALLENGES AND POLICIES:

3- 1- Senegal's challenges and policies

3-1-1- Challenges

Senegal's system of education is considered one of the best in Sub-Saharan Africa, particularly in French-speaking countries (Bowden Quinn: August 12, 1980). He also argues in his thesis that Senegal has higher education Institutes such as the University of Dakar, which usually provides diplomas that are relatively equal to that of French Universities. Thus, the secondary education system that supplies the University is supposed to be a good quality.

However, a big issue is that Senegal is going through in its secondary education system is mostly the unrest of teachers and students. The system is annually unstable due to many strikes happening throughout the whole school year. For teachers, they used to claim about their living and working conditions, which they think is poor. As for students, sometimes it is a lack of teachers or school facilities. In some remote areas like Matam (north of Senegal) or Casamance (South), they sometimes face many troubles like the rainy season, which starts in May and prevent teachers from finishing the program. In the north and most areas, the electricity supply is not enough, with no printing machine or light in those areas. Another example is the strike of students in 1980, where some people belonging to one of the teachers' union took part in the process of disturbing the final exams claiming for better payment (Quinn 1980).

Surprisingly, the year 2000 is also the beginning of employing unqualified and untrained teachers by the government in both elementary and secondary schools to fill the gap. It was in that perspective that they created PDEF. Moreover, this harms the teaching and learning process. We have noticed a decreasing level of students, which is also a synonym of failure or bad exam results. Besides, there is the underperformance issue of the system, albeit many efforts due to the inefficiency of public expenditure in education as explanatory development factors. The report from the Ministry of Education and Vocational Training (MEFP) is a perfect illustration (MEFP 2006).

Additionally, syllabus or curriculum improvement is almost absurd unless we change the system of evolution such as final exams such as junior high school exam or Baccalaureate (high school exam) because educators have to complete their schedule and face many challenges in the process of making students get ready for the exams. Moreover, education policies are recommended by the government, and renovation takes time to be applied and, once accepted, failed. This amid some more reasons, show the Senegalese education system is improbable to develop throughout the top-down model of policy reform. Having this in mind, we would try to find out ways and means to overcome such a situation in order to have a better education quality which could reach the learners' need. Nowadays, people are using the concept of learner centeredness. Thus, the bottom-up model could be helpful for both teachers and learners according to the new model of teaching called Communicative Language Teaching (CLT), which focuses on real-life situations.

The system of education, which is seen as a considerable national utility, has not been well functioning in Senegal. Generally, education impacts on success, trade competing, the

welfare of the population, and the continuous development of national agencies. The educational status is an aspect of job influence that regulates its participation in success. In order to reach the aim of success over 7 percent and spread up continual total aspect of production and workforce, profoundly changes are needed. Senegal is facing problems such as non- educated operating people which straight handicaps:

- Factories, limited by lack of well skilled and qualified workers.
- The welfare of the community, accompanied by more than one part of uneducated people in French or any other domestic language, most of them are usually women.
- Good performance of the Senegalese bureaucracy formerly met unqualified and trained people, and presently a small number of government officers that, albeit the fact that they have a good ability, are not competent in management.

From this perspective, enhancing the quality of the system of education might have successful results in several Senegalese sectors, such as the economy and society. Moreover, education is one of the national utility that people are waiting for value. For instance, in Senegal, the increasing rate of doubt of some people towards national education, discouraged by outcome or gains, is perceived.

The Senegalese government administers necessary means and takes many actions, but outcomes seem to be still insufficient and are also perceived by people. Public Education expenditure has been regularly improved from 4.2 percent of GDP in the year 2006 to 7.2 percent of GDP presently, or 26.5 percent of the government public expense in 2015 (MEN 2016), conceiving the education framework as the wildest component of national disbursement of Senegal. Particular actions have been undertaken in order to be connected

to education and build: “schools (local colleges, universities, higher institutes, vocational training, and modern daaras)” and the enhancement of fairness in the group. Nonetheless, albeit constant expenditure, Senegal failed to attain generalization of elementary school enrollment fixed by UNESCO in 2000, which considered the main challenges of the world forum in Dakar.

It is sometimes said that there is too much failure in both teachers and students' side due to teaching models that are not accommodated to our sociocultural realities. Most importantly, there is a lack of continuing training, and teachers receive only initial training because there is a deficit of recycling centers or facilities that could increase the quality of learning and teaching process.

Besides, the school is uncommunicative, and there is no dialogue between actors such as state and teachers, for instance, parents and teachers, to name a few. School is facing new challenges like reproductive health issues, climate change. These issues are vital for young people; men and women are not sufficiently tackled by the school because they are absent in most education projects.

Many civil society organizations (GEEP, ASBEF, National Coalition for Reproductive Health and Sexual Education, One World, ENDA,etc.) have been for several years trying to compensate for the school’s disability in these areas, trying to provide urgent answers to the concerns, if not the distress of young people (early pregnancy, infanticide, suicides, drugs use, HIV- AIDS infection, dropouts etc.). It is worth noting the limited scope of the action of these associations in the face of increasing and the recurrent gap between academic discourse and the distress of young people facing the need for everyday life. So

far, school curricula have not been very flexible to integrate these emerging issues, which could be a guarantee of sustainable and good educational policy. Therefore, the Improving Program for Curricular Reforms (PARC) aims to produce a curriculum that is open to deal with these emerging social and citizen issues mentioned above; it is a necessary cement of coherency and can help promote interdisciplinary.

3-1-2- Policies in Senegal's education

Like many other countries, Senegal faced a lot of difficulties such as drought, worsening in its trade relation, debt, demographic growth with 50 per cent of young population whose age is less than 16 years old.

Such a situation will negatively impact on the education system: for instance, high repeating rate and dropout of students, inequity in education, limited access to education, lack or deficiency of pedagogical resources, etc. Actors from the system have undertaken several meetings in order to make it more efficient and appropriate regarding the context needs: example of “ Etats Generaux de l'Education et de la Formation (EGEF), mutual debate on higher education, Technical and Vocational Education and Teaching (TVET), conferences such as CONFEMEN and MINEDAF, Pan-African conference on girl's education, world conference on education for all, world forum on education etc. All these reflexions held in the national and international level enhanced general options in terms of general educational politics in Senegal.

Senegal's education policy is drawn from the article « chapter 2 : le système éducatif Sénégalais à la fin du 20e siècle ». In this article, we have noticed that the author is showing

the correlations between education and the economy. However, one way to have a good education quality is that the government should care about local or national languages, which obviously could boost education in the sense that both students and teachers will be in direct contact with the target language (Chapter2 1999). In this regard, South Korea is the best example to copy, because they got rid of their colonial language (Japanese) and promoted their language (Korean), and education is mostly conducted in Korean.

As mentioned before, several meetings had been organized worldwide some years ago. Moreover, there were different participants such as political leaders, professionals, specialists for training, financial partners, and international experts to rethink education systems for developing countries in general and specifically for Africa to make them more efficient and beneficial towards the sector. According to “ la Direction de la Planification et de la Reforme de l’Education(DPRE,2001), Senegal is no exception to the rule. Yet, in January 1981,was held in Senegal what is called “ les Etats Generaux de l’Education et de la Formation (EGEF), whose proposition follow-up is at the baseline of “ la loi d’orientation de l’education no 91-22 du 16 Fevrier 1991” specifying the new prototype of people to be promoted through education (DPRE 2001).

The question we may ask could be: is it enough to just create laws and rules without means or facilities? Knowing that education is a sector that requires a lot of financial means or facilities, the answer to this question is probably no. Therefore, the focus should be on how to reach a high economic growth then try to talk about quality of education. The image we can give is just poor people never pretend to have high education because their budget cannot afford it.

From the perspective of those meetings where some decisions have been taken according to the decentralization law, Senegal has implemented the ten- year Education and Training Program (PDEF 2001, 2011). Extolling an educational politic that takes care of changes happening in the system's area such as freeing of education supply, establishing an effective partnership, and better coordinate and strengthening of decentralization. In order to attain an efficient education system, PDEF extols its own objectives which are rationalization and use of resources, reaching a universal basic education that is to say bringing the scholastic enrollment rate to 100 per cent in 2010, improvement to access for education and learning quality at all other level of the system mainly in Technical and Vocational Education teaching sector so that Senegal could emerge in both of its industrial and technology sectors, and could better handle its efforts towards development (BORGES 2008) .

According to the current government (from 2012 to date), Education is a priority sector in the Plan Senegal Emergent (Emerging Senegal Plan) ESP's second pillar on human capital, social protection and sustainable development. It is an objective of prime importance and one central to the political vision of Macky Sall, the current president of the Republic. In a demographic setting in which the under 20 generation accounts for 55% of our population, Senegal has the responsibility to institute an effective educational system. It is the will of the President of the Republic that everyone is allowed to go to school, to a school of success, to a viable, stable school to peace has been restored, which promotes quality in order to make Senegal an emerging country.

Multiple initiatives have also been engaged to correct the disparities between regions by building 49 turnkey junior high schools in the border zones.

In addition to this come digital tools, made available in mathematics, the physical science, and philosophy for final year classes at 240 high schools, as well as school projects in mathematics and science.

The program implemented in recent years has enabled significant progress toward the objectives set for our education system. The state has made significant efforts in the field of infrastructures and satisfying teachers' claims. The school system is the nation's greatest enterprise. From 2012 to 2016, teaching personnel in the public sector increased by an additional 7.481. Specific measures have also been taken to improve initial training, raise the academic standards amongst those hired, and develop continuing training. In order to improve the living and working condition of both students and teaching personnel which is a central concern for the Head of State, the education sector alone takes up to 40% of the State's budget at the heart of the sector 'reforms, enshrined in the Emerging Senegal Plan.

Along with the important programs launched by the Senegalese government in collaboration with its partners and backers such as GPE and USAID one has programs on policymaking in terms of education)

The Program for Quality, Equity, and Transparency Improvement in Education (PAQUET) is the country's policy framework governing the education sector. It focuses on three axes: ensuring equitable access to the education system, improving the quality of teaching and

learning, and promoting an open, virtuous, and transparent governance of the education system.

The National Group of Education Partners (NGEP) is the government body that oversees the education sector and as such, is in charge of all decision- making from policy to budget.

Why is the Senegalese educational system not very stable despite all the programs and policies made by the current government?

Despite the recent interest in improving the education system, the system continues to fail.

While research has found that Senegal has made progress in increasing access to education over the last eight years, it has also been determined that the quality of education has deteriorated. Moreover, the teachers' strike is one of the reasons that can explain this instability. In June 2008, teachers downed tools demanding better living conditions, higher salaries, and research and documentation allowances, but the government is saying it has no resources to increase salaries.

The government claims that the country's teachers are better paid than their colleagues in the West African region, and it claims to spend 40 percent of the national budget on education.

Furthermore, we have pedagogical reforms that transform the teaching process; these periodic reforms upset and create an imbalance in the learning and teaching methods. There is a ten-year plan of education reforms, and there have been three reforms up to date. (Thirty years now

The status of teachers is also an old claim because a system is only viable when its actors are in good working condition. Generally speaking, we have fundamental difficulties due

to some issues like finding the prototype of Senegalese that must be trained for the benefit of the country in regards to current world changes, which exclude no area.

Vocational and technical training are lagging behind, and this can affect the quality of human capital, which should be taken into account for many reasons:

Today, there is a consensus on the fact that human resources constitute one of the most powerful factors of human and socio-economic development. They can open opportunities that contribute to or speed up the development process. Another critical factor in human resources is the effective use of knowledge transfer.

An organization cannot build an excellent team of working professionals without competent and skillful Human Resources. It is the central part of any organization or even any good functioning society. In a country of fifteen million people, only five hundred thousand have fixed incomes, and all the rest are from the informal sector in general.

As for the teaching model, there are at least four curricular approaches designed to enhance the teaching and learning process.

1- The content approach based on a list of content; it is characterized by the absence of an explicit output profile. What is required here is restitution, and the notion of competence is absent. However, it should be noted that the first Senegalese programs were focused on this model.

2- There is what is called pedagogy by objectives, which is based on the content; the implicit exit profile is the student's mastery of a set of objectives (know-how and skills) at the end of a learning period. These goals are often called specific goals. For example, instead of highlighting the content "the rectangle", it specifies "recognize a rectangle",

“draw a rectangle”, etc. Its interest lies in its concreteness, that is to say, evaluable: for the first time to evaluate the students’ achievement, we take into account the content and not the form.

However, this method is criticized for splitting the learning, atomizing it, and thus provoking a deficit of meaning towards students.

The PPO, like the standards approach, is a curriculum approach that values the concrete, but not the complex.

3-1-3 Analysis of the Senegalese Education system:

Several Senegalese authors have written on the current French-speaking countries' education system. We could find among those writers Cheikh Hamidou Kane in the 1960s, Aminata Sow Fall (1982), and Laye Camara (1953). They all proved in their respective history the obstacles that their various leaders faced due to the forced rule by the Western (France).

The fights usually rotated throughout one’s personality’s disorientation of identification, like in the frame of education, the civilization of France advocates beliefs and ethics that are opposed to those of Senegal.

As mentioned before, the education system of France in Senegal was mostly based on elitists and focused on a tiny group of people who intended to lead the country later when the France state left. This aristocracy was trained to grasp France’s civilization and protect it earlier before France retreated the country. Its allegiance would often lie with the

homeland. Regarding France, education forged the designated chiefs according to its civilization and ethics (Hardy 1917) cited by Ndeye Rama 2012.

One more justification showing that this process of adapting France's civilization was essential was that they determined that they were the Nationwide's "bearers of civilization" (Locraft 2005) cited by Ndeye Rama, 2012

Michael Crowder (1967) illustrates that "the surest means of action by which a civilizing nation could transmit its ideas to people who were still primitive " (Crowder, 1967: 35) could be found in education, and France assured that " barbarians' " recent character was fixed in history and customs.

What pushed France to install a system of education which only focused on their history was its ethnocentricity and the ambition for a total noticeable capability. Furthermore, the question we may ask is: why did the chiefs of Senegal accept a program like this to dominate in the post-colonial period? Why didn't they try to "rethink the colonial school, restructure [e] it and readapt [...] it to the new needs of the modern Africa" (Gadjigo 1990) cited in Ndeye Rama, 2012)

Crowder (1967) argues that the French convinced that "there [was] not any discrimination of race or contrast that schooling cannot eradicate" (p2). Manuals, for instance, in the past, France was characterized as a symbol of the Senegalese kids.

It was explained in reality that Senegal has been lucky to come across the French due to the fact of being consecrated by progress. Besides, in primary education, adolescents study France's "ancestors the Gauls' (Crowder, 1967:99), and a few writers asked themselves in what way learners were expected to reveal such past events (Farine 1969).

In the post-colonial era, Leopold Sedar Senghor, who was the first President of Senegal, needed to make sure that Senegal's domestic awareness be admitted, honored, and put in the middle of the political sphere. Senghor liked the French heritage, but a bit preferred his population to assimilate that heritage inside the Senegalese civilization. This has been a means to mixt the domestic civilization significantly when keeping a good relationship with France diplomatically. This could be justified by his famous expression in French: "Enracinement et ouverture"². That is to say, love your culture and civilization, but be open-minded. Preserving a nearby attach with the ancient settlers could be felt as a technical advance and a method to make sure that Senegal continued to be alive in the worldwide field. Still, Senegal depended on the France monetary help that, in another way, turned out essential regarding the system of education. The Example Cheikh Anta Diop University of Dakar was broadly buttressed by France's financial means. The government of France paid Aftermath; the most significant number of faculty members and the renewal of architecture was also sponsored by the French (Crowder, 1967). The major problem combined with the participation of France to this specific institution is that France wanted tremendous power of management on the system of education, and also explicitly wanted to go beyond, that is to say, to have an eye on the Senegalese syllabus' content. The absence of income monitoring of the syllabus by the new country implied that Western language authorized as the official one would dominate.

² One way of being deeply rooted in one's culture but open others as well.

The absence of particular attention on local language toward youth is a big problem regarding education. Moreover, it is one of the causes that children give up on education.

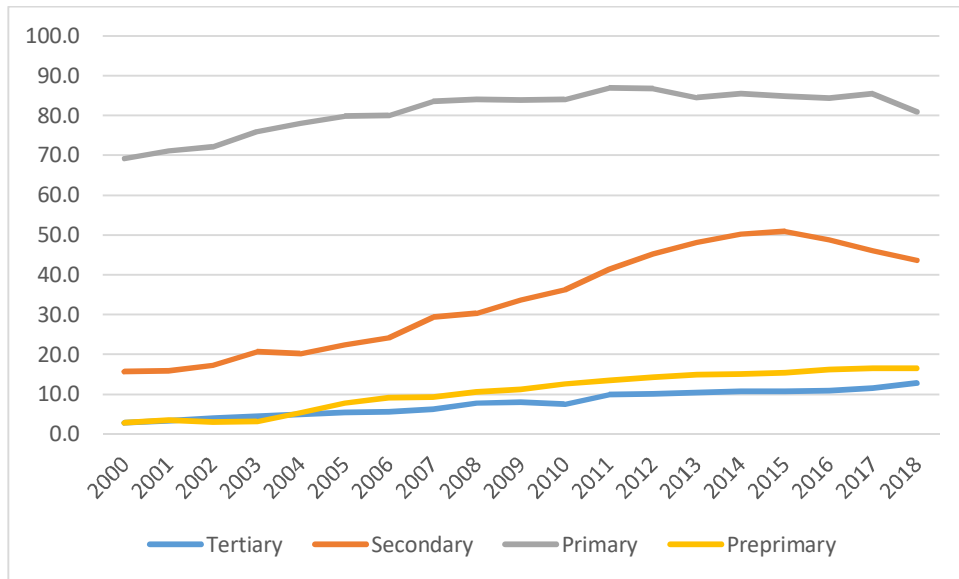
Pai Obanya (1980, cited by Ndeye Rama).He said it more clearly in his statement:

“It has always been felt by African educators that the African child’s major learning problem is linguistic. Instruction is given in a language that is not generally used in his immediate environment, a language which neither the learner nor the teacher understands and uses well enough (Obanya 1980) as cited in Ndeye Rama’s thesis, 2012).

The issue of misunderstanding the language of instruction could be analyzed in two ways, respectively, for teachers who sometimes are recruited without any background and training. It is the case in 2001 when the new regime installed the program called “volontaires et vacataires”³.As for students, and the main difficulty is that they are not exposed to the target language and are not in contact with it (Ndiaye 2012).

³ Elementary and secondary education teachers without previous training.

Figure 1: School enrollment, % gross.



Source: World Development Indicators (WDI), 2019

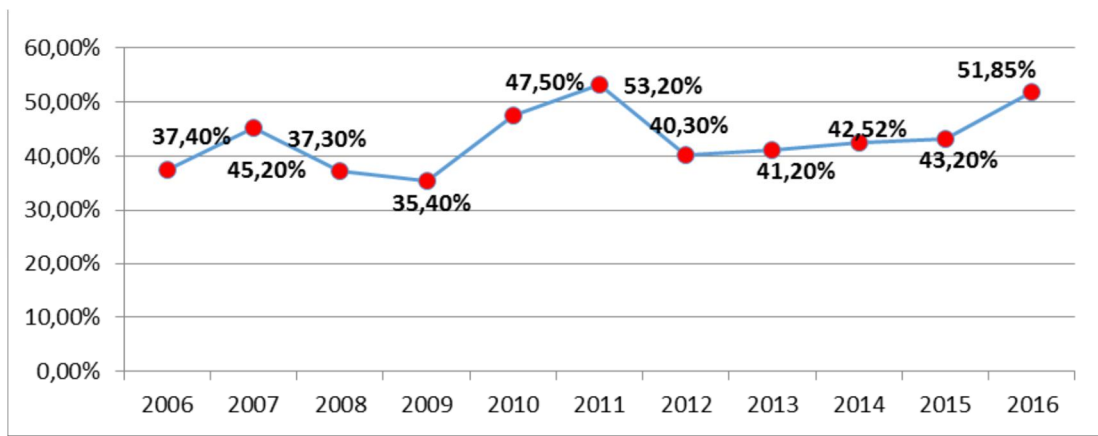
Graph's interpretation:

The graph above shows the evolution of the gross enrollment rate of kindergarten, primary, secondary, and tertiary education from 2000 to 2018 in Senegal.

At the beginning of that period, we have noticed that the progression of the enrollment rates was irregular, mostly on secondary education. Preschool school enrollment rate became regular from 2007 to date with a low percentage of almost 10% but kept increasing up to 2018 where it reaches about 15%. Secondary school started with about 15% of enrollment and became irregular until 2010 then went up to 50% by 2015 before decreasing in 2018 (around 45%).

From this graph, we realize that primary school enrollment rates never decreases. Instead, it increases from 2000 to 2017 where it reaches its peak level (85%), however, it decreases a little bit in 2018 (80%). What is impressive is the low enrollment rate of tertiary education.

Figure 2: *Achievement rate on Junior high school exam*



Source: National report on the educational situation: RNSE 2016

Graph interpretation:

From the graph above, showing the trend of achievement percentage of the BFEM exam, we discover some irregular progression between 2006 and 2016, starting from 37.40% in 2006 up until the highest rate of 51.85% in 2016. However, in 2011, we have noticed a compelling peak of 53.20%. Overall, all along this time, the achievement rates went up to 14.5 points, albeit decreases in the years 2007 and 2009, respectively, from 45.20% to 30.40%. Another decline happens between 2011 and 2012, where the trends go from 53.20% to 40.30%.

According to the boarding school, the outcomes show that the overall percentage of 51.58% does not follow the real context.

So, some boarding schools like Matam(77.62%), Ziguinchor (76.03%), and Kolda (69.75%) got the highest percentages compared to the national one. Meanwhile, some other boarding schools such as Pikine/ Guediawaye (39.94%), Rufisque (40.07%), and Louga (44.77%) are located at the last level of the table.

This position indicates that there is a long way to go to improve Middle school final exam results in those areas.

In 2016, the analysis of gender ratio demonstrated that generally, boys work harder than girls and surpass them in terms of success rates, respectively 55.58% against 48.69 in all regions except Dakar.

The disparity between the two categories' (boys and girls) performance is vast in some regions like Kaffrine 11.45 points, Kedougou 11.21 points, and 10.0 points for Saint Louis.

The variation noted toward the performance level of boys and girls show that, indeed, some struggles are needed to be done to maintain girls at school, but on top of that, their accomplishment of approval judgments such as the BFEM.

In total, the BFEM performance approves the different tests that show the deficiency of domestic achievement and the commitment to enhance important approaches to increase the teaching and learning quality.

Figure 3: Evolution of gross enrollment rate between 2013 and 2016 (Secondary education).



Source National report on the educational situation: RNSE 2016

Graph interpretation:

In Senegal, general high school seems to be the first choice for students who succeeded in their junior high school exam, albeit the presence of Technical and Vocational Education Teaching (TVET), commonly called professional education.

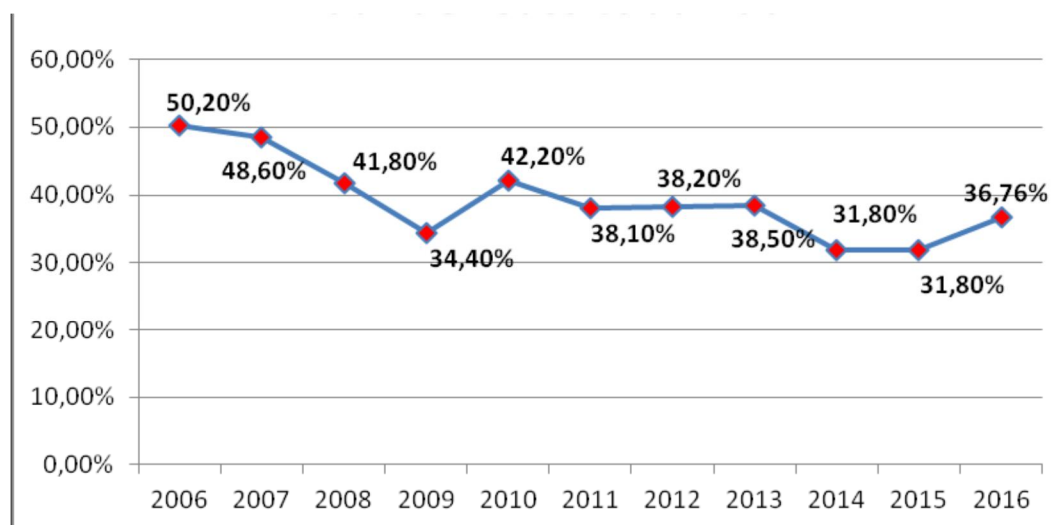
From 2013 to 2016, the global enrollment rates spread up from 28.7% to 34.1%, showing a boost of 5.4 percent points. General enrollment rates were regularly going up during that period.

Besides, we noticed in 2016 that six districts reached the most significant level of enrollment rates compared to the national one. Those largest percentages have been found

in Ziguinchor (70.9%), Dakar (46.0%), and Thies (40.9%). Kaffrine obtains the lowest rank with only (14.9%) before Diourbel and Matam, respectively (17.4%) and (19.8%).

As for the gender ration indicator, we could say it has somewhat gone up toward girls' sides, moving from 0.9% in 2015 to 0.97% in 2016. This ratio is also favorable to girls in some areas such as Dakar, Matam, Louga, Thies and Saint Louis. However, on the other side, we can see that the boys' ratio is far higher than that of girls. For instance, in some regions, we still need to make some efforts in terms of infrastructures or other facilities to improve girls' attendance. Noticeably, these struggles have to be continuously focused more on the South East region like Kedougou, where the gender ratio is 0.41.

Figure 4: Achievement rates in Baccalaureate exam



Source: National report on the educational situation: RNSE 2016

Graph interpretation:

High school performances demonstrated by the progress rate of the baccalaureate exam have irregularly increased during the past decade. Between 2006- 2016, there is a yearly standard index loss of 3.1%.

The peak level was attained in 2006 with 50.20% while the weakest one has been registered since 2014 and continuously became fix until 2015. Even though the progress rate went up by 7.8 percentage points during the period 2009 to 2010, it declined by 10.4 points in the years 2010 and 2015, moving from 42.2% to 31.8%.

The baccalaureate achievement rate clearly demonstrates that boys take the lead with 38.84%, whereas girls got 34.48%. Regarding boarding schools, ten out of the sixteen reach a rate that is weaker than the national one in the same period (36.76%).

3-2 Major Korean education challenges and policies

3-2-1- Korea's challenges

Like many other countries worldwide, the Korean education system has passed through several obstacles. However, in the fresh of the 1960s, Korea was seen as a country with extensive labor and was also characterized by approximately a tremendous educational achievement/ fulfillment. A new obligatory education schedule has been increasingly set on the public elementary school in both urban and rural areas in later 1945.

Meanwhile, secondary education and tertiary spread speedily. The education rate grasped to 90 percent during the very beginning of the 1960s compares to the low level of 22

percent in 1945. Twenty years later, the educational institutions increased tremendously, and junior high and high school students were not left behind, their number also speed up. As an achievement, Korea's development of human resources and human capital went up to overstep the legal norm for such a country with a triplet of its mid per capita GNP. According to (Park), even if the spread of education is predicted to go further in the coming years, it does not mean that the institutions of education will provide excellent human resources such as skilled and well-trained authorities to reach the breakthrough of labor demand in next 21st century.

Moreover, no – one can make sure that the institutions of education, which used to function correctly in modern times, will give the same results during the time of globalization and knowledgeable people. Furthermore, from this statement, the author (Park) argues that he does not believe that those successful policies learned from developed foreign technics will go further even if we are living in a rapid technological change which excluded no area. In the years 1990, there was a kind of unanimity regarding Korean education, which was passing through some challenges while its economy goes on to an OECD- type of sophisticated economy (Park 2000).

Among those challenges we could cite:

Students facing many troubles in passing the entrance exam because of the rote memorization, which some people consider as nonsense in the sense that it is not innovative, and students are not using the reasoning skills but memorize without understanding. Thus, this could negatively impact on the students' self-creativity and critical thinking.

Another big issue the author mentioned is flooding classrooms because of many students exceeding the limit of a regular class. Thus the teaching and learning process becomes severe, and interaction between students and teachers or themselves is quasi impossible. This situation can also affect the classroom management, which is important. Therefore, teachers tend to be authoritarian to maintain order and have control over their students. Besides, some required activities such as pair-work cannot be done in those large classes, and this can impact the results of any like tests or final exams.

3-2-2- Korea's policies

From the article (the development of education Korea), the actual Korean government is trying to improve teacher's working conditions. And in this regard, they implement different types of policies in order to set and enhance the teachers' living conditions, which can positively impact the professional background or knowledge. As for their career, the government offers them in-service training depending on the number of working years, that is to say, their experience. Besides, school staff is required to have more administrative tasks so as teachers could emphasize the teaching and learning process to reach a good quality of education. Socially and culturally speaking, the government also has tried to create a condition in which teachers should have a good reputation for the population (Lee 2006).

Indeed, President Park is one of the most important figures in Korea's political framework. Therefore, during his reign, he implemented some educational policies, which then impacted positively in Korea's economic development and its Human capital. The major

concern of President Park's government was to fight for national interests and the development of the economy. Thus, his main target for the development of education was bordered in the situation of education participation in public duties. Particular consideration has been set to achieve legislation to protect the education development expenditure.

According to the author (Lee), the reason why President Park was caring about education is related to his background as someone who was working in the field of education. President Park was trained as a primary school teacher. Hence, he had undertaken some particular policy education during his reign, and those policies can be listed as follows:

- Advancement of primary school quality:

Even if the aim of reaching high registration was enacted, the situation for the primary education system was devastated due to the increasing number of enrollment. That is why enhancing the quality of primary school seemed to be one of President Park's preferences in a sense in the education framework it is seen as a component of what he called: "Five – year Economic Development Plan." From this statement, we could argue that President Park was trying to show the link between education and development.

- Enlargement of professional secondary education:

Following the dynamic, President Park buttressed professional education teaching and learning, which played a complete role in the field of an education program for the development of the economy. President Park also did the same towards the public part. In this policy, the focus was on Technical and Vocational Education Teaching (TVET), whose main target is job creation for young people.

- Spread hope in education for young generation job:

Again President Park showed his interests to develop the profession of young hired people under the age of maturity. He took some decisions and afford schooling possibilities to them. Moreover, bureaucratic and monetary help was allocated to modern factories in order to build what he called:” company- attached schools or educational program” that allowed youthful employees to further their schooling. Moreover, this was named a fresh “working and learning model,” which was set in the 1970s.

This policy shows that President Park’s development strategy was on education but through a well-educated and trained young generation who obviously could ensure new change and hope.

- Regular expansion of mandatory junior high school education:

Government of President Park was qualified as rigorous in their rule, and he conducted the policy of education to boost mandatory schooling in junior high school education continually then add discharge education payment in the countryside and for low-income families (LIF).

Albeit all these policy reforms towards education, the Korean government decided to modify the curriculum in 2015 (MOE). The real objective of this revision is to develop an innovative and combine students so as they could be the principal target of the teaching and learning process in order to establish a public education. The syllabus prevails studying on the focal point of aptitude that innovative and integrative students will achieve, for instance, knowing how to take care of one self’s aptitude, advice of knowledge handling

capability, innovative assuming competences, creative sentimental capability, conversation accomplishment and also national expertise.

Moreover, the revision of the syllabus in 2015 emphasizes on the operating system of education to boost brilliant students that can guide a society in which innovation will be the keyword in the coming years. And this syllabus is awaited to care about levels of some schools like primary school, junior high and high school beginning 2017.

Among those policies implemented by the government, we could cite the one they called: “promoting competency in General high school.”

Throughout this policy, the government furnishes the diversification of possibilities of studying that apply to senior high school learners, capacity, and predilection and course schedules.

Schedules whose aim is to focus on skillful based activities will be established.

Another relevant policy implemented by Korea during the World Forum of Education held in Korea in 2015 is:” Global Citizenship Education and Development (GCED) as the plan of the universe of Education endeavoring to boost subject international inhabitant. The goal of the GCED is to support people to know and prepare a global attitude of humanity among which global friendship of individual diversity of culture and so on.

Aiming to spread the relevancy of GCED, Korea intends to enhance GCED approaches fitted to the surroundings of Korean education, conceive proper educational income, help underdeveloped continents and encourage worldwide relationship meetings (MOE).

From this perspective, we can argue that education can be seen as a useful tool that is playing a significant role in the world of globalization, which should exclude no area.

Other major policy reforms implemented by the Korean government are the expanding and compulsory elementary education (1948- 1960), and the generalization of secondary education and invigoration of vocational education (1961- 1980).

These two policy reform played an important role in eradicating illiteracy in Korea.

3-2-3- Analysis of the Korean education:

Korea is now observed by the entire world. According to the Ministry Of Education (MOE), over the past 60 years, Korea had been the most underprivileged country around the world. Nevertheless, it succeeds in raising its economic growth through exportation and is presently the bastion of what is called “Korean Wave”⁴, a process of making money to characterize the international reputation of the Korean civilization that attracts the worldwide youth. Moreover, it is the first country that turns into a recipient to a donor. Some people ask later how come an underprivileged country with insufficient income reach a so noticeable increase in economy in a brief duration. The mystery is in its human capital expenditure done toward education.

Korean education policy reform targets to reach these objectives: to afford to all citizen a good education quality, to spread opportunities, to stimulate plans and skills of each learner, to help people in a weak living condition who deserve much more attention, to deliver professional teaching focusing on fairness global beliefs. There no excess in arguing that Korea’s destiny relies on its well-trained educated people. Given promoting bright genius

⁴ a process of making money to characterize the international reputation of the Korean civilization that attracts the worldwide youth

in the coming years and to boost the useful system of education, to adjust much more passionately with the other part of the world, the government of Korea maintained doing some struggles toward education.

Education impacted positively in the economic development of Korea. The subsequent spread of Korean Education shows that it focused on its human capital throughout several policy reforms promoting the significant spread of educational possibilities. The central government was the leader of the development procedure. The politic of education was conceived to help the vital economic development step of the country, producing the main country's factories educable, and deeply engaged workers (KDI, 1998). The strategy of spreading education has been subsequent and useful. For instance, elementary school was generalized previously before high school was enlarged and an enormous spread of high school anticipated that of tertiary.

Another key point is related to the Korean education future. Imitating with new demands, the education of Korea tremendously moved ahead, enough for awaiting hopeful coming years. The fact of being in the innovative period prepared every learner's genius and innovative to enhance general skillful people. Paying attention to the entire factors, Korea seems to be ready for the great knowledgeable population. Much more, the education of Korea is seeking to put at an end the issue of depressed childbirth, an increase of the aging population and so on. It affords to each and everybody a possibility to receive a great education of quality. Moreover, it assigns itself to reinforce the general educational cooperation through the boundaries to promote liable metropolitans efficient in

participating in the rise of the whole country. In short, according to this article, Korean education is likely to generally evolve for the benefit of all (Ministry of education 2015).

In Korea, financing the education sector and the drastic increase of high school enrollment could be associated with conclusive participation in the growth of the economy (McMahon, 1995). The concrete outcomes of high school education finance have been doable because of the generalization of Korea's elementary school and huge physical capital investment.

From an economic perspective, this article demonstrates that it's through two dimensions namely "human resources and the offsetting of diminishing returns to physical capital through increasing human capital that policy education reforms have been a great success. Some argue that Korea's economic success is linked to its good education quality. Moreover, the development of education was made achievable because of payment return from some education actors like students and their parents in high school although the budget of the government was restraint. There is the relevant participation of the private sector, also family significant participation in the prosperous establishment of public schooling success of policies. Korean government financing only participated in a small percentage of over 50% of the Korean education expenditure in 2006.

Figure 5: Enrollment Rate (2000, 2011, and 2012).



Source: 2012 Brief Statistics on Korean Education

Graph interpretation:

This graph represents Korean school enrollment rates from 2000 to 2012.

The evolution of these enrollment rates demonstrates that elementary and high schools reach the highest level of enrollment rates during this period (2000- 2012). In elementary school, for instance, there is a regular and significant increase (97.2% to 99.1%), respectively, between 2000- 2011. However, we have noticed a small decrease in 2012 (98.6%). However, elementary school remains the leading sector in the Korean education system because it reaches a peak value of 99.1%.

This is followed by the high school then middle school. Kindergarten is lagging with the lowest enrollment rates before Tertiary education. What is impressive in this situation is the low percentage of Tertiary education, and the question that might come up in mind is: what should be the correlation between high school high enrollment rates toward Tertiary education?

Brief summary and comparison of the major education policy reforms of Senegal and South Korea:

Senegal's case:

Table 1:

YEAR	POLICY REFORM	ADVANTAGES	LIMITS
2000- 2011	Ten- year Education and Training Program (PDEF)	Helped to fill the gap of teachers in junior high and secondary education	Unqualified teachers which lead to lack of good achievement rate
2012- 2018	Program for Quality, Equity, and Transparency Improvement in Education (PAQUET).	Increased access to education and the aim was to reach the goal of Education for All by 2015	Periodic reforms which upset and create an imbalance in the learning and teaching methods.

Korea's case:

Table 2:

YEAR	POLICY REFORM	ADVANTAGES	LIMITS
1948- 1960	Expending elementary education (mandatory)	High level of enrollment rate	Increasing number of students which could devastate the education system. Primary school was not fully financed by the government. Lack of sufficient infrastructure
1961- 1980	Generalization of secondary education and invigoration of vocational education	Eradicate illiteracy and enhance job creation	Overcrowded classrooms, problem of classroom management , authoritarian teachers

CHAPTER IV: RECOMMENDATIONS AND CONCLUSION

4 – 1 – Recommendations

4 -1- a To Senegal

This is the last but not least chapter which will provide some policy recommendations and conclude the research. According to this study, Senegal's education system requires a set of related actions and these could be dealt with throughout the following issues:

Describing what avoids improvement of the education system despite all the government's efforts, creates instability and poor exam results, on the one hand, detecting devoted resolution to those issues, on the other hand, could be an adequate solution for the entire education system. Moreover, the application of these measures should be followed by sustainable monitoring.

The Senegalese education system essentially deserves to design better policy reforms accordingly with the Senegalese context. Over 58 years after independence, Senegal is still using the colonial language as the only official language. As this study along with many other studies conducted in other regions on the importance of using one's native tongue as a means of instruction, often yields better results in terms of literary. From this perspective, Senegalese local languages should be included in the national syllabus as a tool of instruction to allow students to facilitate the instruction for both teachers and students. Yes,

the Senegalese education authorities have used the local languages in adult's informal literacy, but I think such an initiative should be ubiquitous and should be present added to the Senegalese national syllabus. In Senegal, primary school education must be compulsory, for this will allow students to have basic education, while compelling parents to abide by the state's educational requirement policy. The problem remains that some parents will not abide, for they might be either conservatives, or lack the means to take their children to school, especially if they are struck by poverty which is also seen as a justification for students' dropout. I personally believe that, on this policy, Senegal should adopt South Korea's elementary policy model. This model has been very successful in South Korea, even if Senegal has different socio-cultural realities, there is an obvious correlation between this policy and a gross enrollment rate of a hundred percent (100%) in the primary education sector. Another argument why the Senegalese state should adopt this model is that elementary education is the foundation for any educational system. If the basics are not met, it will be harder for students to be efficient on the one hand, and on the other hand, teachers and educators will face more challenges in terms of instructing and reaching their teaching objectives, or even goals and standards set by policy makers.

For a good quality education system, there is necessarily a basic work to be done. First, the system must be adapted to its country's social, political and cultural realities. It is also important to match the training to the contemporary needs. This means that policy officials and educators have to work hand in hand to come up with a list of priorities. After, the collaborative works of the policy makers and educators, the next important step should be to democratize education to give access to every Senegalese. The State must play the role

of a regulator by strictly enforcing the mandatory education policy. The state should also strategically subsidize parents or schools that are in need. The Senegal's government has been working on school subsidies, but more efforts need to be done. The Senegalese school officials need more partners both locally and internationally to work on the required elementary school system, and the same can be made in secondary education. With the rise of capitalism in developing countries, the education sector has potential for generating revenues, therefore, it has become a business environment with the increase of private schools and private institutions whose major purpose is to make money and profit from the vulnerability or the lack of rigorous school policies. On the other hand, some vocational training schools are not in line with the realities of the environment and the students who graduate from these schools are generally unemployed. The lack of alignment is not the only reason why the students from the vocational schools are jobless, but it plays a vital role in their unemployment. Thus, there is a need to re-think educational policy.

We recommend from our observations that Senegal may need to strengthen its bilateral cooperation with Korea in terms of education.

The Senegalese educative system is very selective, which often increases the dropout of students, which unfortunately shows the failure of the State. This phenomenon ejects certain students from the school curriculum, forces them to become jobless because they have no qualifications and cannot fit into the job market.

However, the system must help any child to support himself or herself wherever s/he is. So, a system-oriented towards know-how and knowledge to be is imperative and not too cognitive.

One way to make this policy reform successful is to make sure that state and education officials build primary schools that are easily accessible to students. By easy access, I mean proximity, but also accessibility in terms of means. Sensitizing parents who can be reluctant for many reasons highlighted above about the value of education could be a good way also to reach a high enrollment or generalization of enrollment rate. Another critical element is in some areas, either urban or rural, parents are facing financial problems, and thus, they cannot send their children to school. In this regard, the government should provide support to those low-income families or subsidize elementary school for all families so as no one could have an excuse. Also, in some remote areas, some conservatives still believe and associate school with the white person. For them, western education is a pathway to alienation. These parents believe that by letting their children go to school, they might renounce their cultural values. For them, this means that being “westernized” can have a negative impact on the future generation. This can be understood because most of the people with such a mindset also exist in all major societies around the world. One can also argue that their position of rejecting western school, which colonized them, comes from the fact that these people have a fear of the unknown. That is why I believe that to avoid such misunderstanding, the state and education officials need to sensitize these populations on the benefits of attending the contemporary school system primarily run by and for Senegalese. In so doing, this initiative or sensitization campaign

or workshops with locals can boost the enrollment rates, especially in remote places. As evidenced in many state and UNESCO statistics, the enrollment rates are much higher in urban cities than in rural and remote places. It is worth reminding that this, for the reasons discussed above, among others, teachers must be more involved in social matters and daily life activities such as in the recruitment process and retention of students. They need to play the role of an educator that is not to limit themselves in delivering or sharing knowledge with students. Moreover, to avoid misunderstanding or information gap, teachers and authorities, in general, must communicate effectively with parents in order to convince them with real facts. They also should contribute to the recruitment and retention process of students in remote/rural areas.

For this to be effective, either teacher trainees need to be exposed to the reality on the ground. Part of their training should include modules, classes or workshops on recruitment strategies, and they should be equipped with socio-cultural tools that allow them to make an impact or a difference in these areas. To incentivize teachers, they should be rewarded for this new approach to education in places like Senegal. It does not necessarily need to be monetary, but it could be a point-based system that allows teachers to gain points that they could use to compete with their peers who want to move to urban cities. In Senegal, for teachers to move to another school, there is a set of criteria such as the end of year evaluations, seniority, and grade level, how far are they, etc. This will motivate teachers who would like to join urban schools. If possible, small annual grants could be used for such programs across the country.

As an example, Tanzania is known as the first country in Sub-Saharan Africa to utilize “Kiswahili” as a language of instruction throughout the schooling year. Moreover, Tanzanian government declared that it is the unique language of instruction. The President Jakaya Kikwete argued that the other languages “left students confused and not necessarily proficient...” (QUARTZ 2015). This situation is similar to that of Senegal reason why we recommend our government to introduce local language in the Senegalese national syllabus.

Some argued that the abundance of local languages in Africa makes the situation difficult to choose only one language for schooling. However, we think that among those multi-languages, there is one that could be used as a language of instruction. Therefore, in Senegal, we do agree that Wolof is not the perfect choice but it is the best one in the sense that almost everyone can express himself/ herself in Wolof. It is the lingua franca of the country that is not only spoken in Senegal, but in neighboring countries such as The Gambia, Guinea Conakry, Bissau Guinea, and Mauritania, not to mention that it is being taught in many American universities such as Columbia, University of Wisconsin, Michigan State among others. Besides, some countries like Tanzania succeeded in implementing “Kiswahili” as their language of instruction. In one of his interview in 2018, Ngugi Wa Thiong’o stated: “old African generation have made the languages of Europe as if they are the only ones which can bear knowledge, intelligence and everything else. This is wrong”. Ngugi’s point holds some value and is relevant to Senegalese educational situation. What needs to be mentioned about the use of Wolof as a language of education is that one can’t develop with a foreign language. Not a single country that I know, unless

I ignore it, has developed using mainly or only a foreign language. So, the real question is what constitute obstacles or difficulties such as lack of political will from the government of taking the measures to incorporate Wolof into the curriculum as an additional official language. The argument is not to eliminate or get rid of French, but to complement it with Wolof and over time, perhaps, the transition will be smooth. There is a big paradox in the sense that Senegalese political leaders as many other political leaders around the world send their children abroad for better education, not only for higher education, but in most cases from secondary education. We are not rejecting the idea of pursuing a better education in countries with best educational systems, which is a global phenomenon, but we argue that Senegalese authorities would gain a lot in improving its education through the implementation of the language that its people understand and speak to save time and be more efficient in terms of knowledge production, which is at the heart of individual, social and human development in general.

Of course, we are aware of the tensions that revolve around the use of one language among many others. Unless a country is officially bilingual such as Switzerland or Canada, many countries have one major official language. This does not mean that these countries do not have other languages that could be regional or otherwise. For instance, France has about eight regional languages such as Occitan, Catalan, Breton, Basque and Corsican. Yet, France manages to have one official national language. Senegal was colonized by France, but almost sixty years after independence, the country should have the educational platform and political will to have its lingua franca as an additional official language. Other key factors are ethnicity and regionalization can be taken care of if one allows people to

vote for it in a referendum or if one uses the national assembly to prepare the population, and the members of the parliament can have discussions with their respective regions. We believe that if these discussions, that are already taking place by many students in many Senegalese universities and by some political leaders who are not in power, are structured better or institutionalized, this can work. There are too many ethnic groups in Senegal and each one has its own language. Choosing one local language could be frustrating because some may not see themselves in it. To avoid a division between Senegalese ethnic groups, which can also negatively impact on the national education, one can use the French or South African model. In these countries, they almost each region that has a dominance of a language uses it as a local official language. It is worth mentioning that this system will also bring a few issues as would any system, because there is not a perfect educational system that has zero challenge.

This model can be used as a pilot program and it can be assessed within five or ten years. Appropriate measures or policies can be taken to make additional reforms for the sake of improving the system. If the current system is more effective, which will less likely happen, Senegalese educational leaders could go back to the only French official language policy.

According to the Norwegian education expert Birgit Brock- Utne who says: “If you want to find a measure to prevent children from learning, you have already found that by teaching in a language that they don’t hear around them” (Utne 1993). This means that students should be in permanent contact with the language of instruction which is not the case in Senegal. There should be a continuity between the language spoken at school and the one used at home to create more harmony between the realities or experiences of the

students, especially, given the fact that some cultural notions or values are hard to translate. Real knowledge should start from one's background before immersing oneself in other cultures, as Ngugi puts it in *Decolonizing the mind*, "language is a vehicle of culture" (Thiong'o 1986).

Making TVET education mandatory could be a good solution to reduce unemployment rate. This could allow students to have possibilities to choose a qualifying training which direct them to jobs such as an electrician, plumber etc. For this to work, there will be a need to boost the private sector and make it more attractive for the insertion of those students after finishing their professional training. We think that the future of education relies heavily on TVET sector and nowadays, especially in developing countries. It is a must to get off from the universal system and try to find a new alternative. Senegalese education leaders have made efforts to have more TVET programs, but there is still more work to be done in this education sector.

4 -1 – b - To Korea

Recipient first, then a donor country, South Korea faced a lot of education challenges before becoming a developed country. Thus, some like KDI (1998) argue that South Korea's economic miracle passed through education which allowed them to have a qualified and skillful workforce. However, the Korean education system has some weak points that would necessarily need to be improved for a better quality of education.

The Korean education system is somehow highly competitive, which is good, but the high level of stress can have also have some long-term effects or consequences on the productivity of the country's workforce. Or at least, the school systems should offer more services or promote mental health issues for students and faculty. Another major problem that needs to emphasis is rote memorization that is according to many education scholars, is not realistic. It is also not in line with contemporary teaching approaches, which, in essence, tend to focus on teacher-centeredness. As a reminder, the teacher-centered approach discourages the use of memorization in instruction. On this topic, South Korea should adopt the Senegalese model of instruction mainly based on learner-centeredness. In South Korea, students only memorize for the sake of memorizing. In this respect, the approach of learning should be changed and focused on know-how instead of just acquiring knowledge that students may not understand. Most Korean students work almost all day long without significant rest and this may impact negatively on their performance because they might be crunched. To avoid this, the Korean government or policymakers should think about this phenomenon. It is good to work hard and long hours, but working efficiently will be more productive for teachers, students and the system.

- We realized that primary school was not fully financed by the government, thus, it could be a burden or stressful for poor families to obligatory send their children to school. But, they did not have a choice due the political regime (dictatorship) that imposed this policy reform.

- There seems to be a lack sufficient infrastructure in a world where many countries compete against each other. This will be important factor to keep in mind if South Korea wants to continue becoming a regional leader in the region.

Conclusion:

As mentioned in the title, this research focuses on secondary education. However, to address this issue, we need to consider other sectors like primary education because there is a connection and correlation between secondary education and primary education. It is important to examine the root of the problem in secondary education, and in order to do so, the research data suggested to look at primary education, which is a stepping stone for secondary education.

Therefore, we were trying to show some achievement rate from junior high school because those students are supposed to go to high school after passing their final national exam. Another point is if you have a good quality of education and high enrollment rate in both primary and junior high, this probably may lead to a good secondary school rate too. We believe that looking at it from a holistic perspective will give a broader view of the situation rather than only looking at secondary education without examining the strengths and weaknesses of the building blocks of secondary education

Education remains an important and interesting issue worldwide. It is essential in developing countries such as Senegal that has a low education performance according to the findings of this research. This research dealt with secondary education policies and challenges in Senegal and South Korea. The findings that are based on careful analysis of official or empirical documents highlight the impact and limits of some policy reforms on both sides.

The study revealed that Senegal's education system still has a long way to go to reach that of South Korea albeit the government efforts towards the improvement of the education system.

The current Senegalese government emphasized education as one of its priorities accordingly to the Senegalese Emerging Plan (PSE) for the 2035 agenda. Therefore, there is a need for Senegal to address their education challenges and implement more efficient policy reforms. Both national and international actors such as World Bank, USAID, and UNESCO should be implicated in the process for they are the major partners among others.

Once again, there is a link or continuity between secondary education and primary education. Therefore, if this sector fails, it may negatively affect secondary school as well, that is the reason why I emphasized on boosting primary education enrolment which logically could lead to a high enrollment rate at secondary school.

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