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ECSU's African Studies Program
Textbooks and Learning Materials Program
TLMP

Elizabeth City State University; Elizabeth City, NC
27909

FINAL REPORT

2009-2012



ECSU-Senegal TLMP
2009 - 2012



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FROM THE AMERICAN PEOPLE

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ELIZABETH CITY STATE UNIVERSITY
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ECSU-Senegal 2009 - 2012

Cooperative Agreement with USAID
(RLA-A-00-09-00037-00)

Final Report

September 1, 2009 – December 31, 2012

Submitted By

Abdou Maty SENE, Ph.D.
ECSU-Senegal TLM - Program Director

Website: <http://tlmp.ecsu.edu>

December, 2012

I. INTRODUCTION

During the past Cooperative Agreement (CA) with USAID, ECSU-Senegal TLMP 2005-2008 (**RLA-A-00-05-00084-00**) has produced nearly two (2) million copies of textbooks for elementary, middle and secondary schools of Senegal (see Final Report 2005-2008)

On September 12, 2009, Elizabeth City State University (ECSU) in Elizabeth City, NC, signed a new Cooperative Agreement with USAID (**RLA-A-00-09-00037-00**) to develop a partnership with the West African country of Senegal, under the Africa Education Initiative (AEI) – Textbooks and Learning Materials Program [TLMP or TLM Program] to produce textbooks for the schools of Senegal.

Initially, this new Cooperative Agreement was funded in the amount of \$4,666,400.00. Then, it was amended on September 11, 2011 by an additional \$2,700,000.00, and later by another addition of \$700,000.00 on September 23, 2011 bringing the total amount of the Cooperative Agreement for the three (3) year period (2009-2012) to be that of \$8,066,400.00.

The ECSU-Senegal TLM Program (2009-2012) provided approximately **three million copies of TLM** for the country of Senegal between September 1, 2009 and December 31, 2012, as part of the Cooperative Agreement (CA) awarded for the period of September 1, 2009 – August 31, 2012, and extended to December 31, 2012 by the United States Agency for International Development (USAID) Education Division: Bureau for Africa, Africa Education Initiative (AEI) – Textbooks and Learning Materials Program (TLMP).

The ECSU- TLM Program developed, printed and distributed learning materials in collaboration with the West African country of Senegal; specifically, with USAID Education Mission – Senegal, and the Ministry of Education – Senegal. This Final Report provides a structured design by ECSU and its Senegalese partners in managing and implementing activities that lead to the delivery of learning materials in accordance with the terms of the CA. The items that are detailed in this Final Report include:

- (1) Reflections from Dr. SENE;
- (2) ECSU-Senegal TLMP's Accomplishments;
- (3) Photos of Books produced;
- (4) Close-Out-Strategies;
- (5) Conclusion.



From Left to Right: **Dr. Abdou Maty Sene** (ECSU-Senegal TLM Program Director), **Dr. Willie J. Gilchrist** (ECSU Chancellor), and **Dr. Sarah Moten** (USAID—Chief of African Bureau), During the Award Ceremony at Washington, DC in 2009



MOU SIGNING



Photos during the In Country Assessment Visit to Senegal 2009-2010

II. REFLECTIONS

The ECSU-Senegal TLMP: A Model of Collaboration for Writing, Printing Textbooks, and Training Teachers for Africa

Website: <http://tlmp.ecsu.edu>

The ECSU-Senegal TLM Program, a joint venture Model for writing and printing textbooks for Senegal in West Africa, is a remarkable collaboration between a Minority Serving Institution (MSI) of higher learning in the USA (ECSU, in North Carolina) and an educational system in a sub-Saharan African country, with coordination by the USAID Mission in that country. In Senegal, the collaboration includes partnering with the entire Ministry of Education (MOE), Universities in Senegal: Cheikh Anta Diop University (UCAD), African Institute for Mathematical Sciences-Senegal (AIMS-SN), Sahel University (UNIS), the National PTA, all inspectors (regional superintendents) in the fourteen (14) governmental/ educational regions of Senegal, principals, teachers and students at specific schools (especially, those involved in field-testing of books). The collaboration has been strengthened by mutual respect, a spirit of teamwork, a commitment of excellence in the production of books, a commitment to provide increased access to books by more students and a commitment to improve the quality of education for the school students in Senegal, as well as provide additional training for teachers. The books produced by this joint venture partnership-Model of collaboration are culturally relevant and culturally sensitive. They reflect gender equity; they reflect grade and age appropriateness; they address (some books) issues of local concern with health care (HIV-AIDS, Malaria, etc.); and they promote community involvement with improving the quality of education in Senegal. The books were written jointly by ECSU and Senegalese educators, including teachers and inspectors who have developed the most recent curricula.

All the books were jointly produced. They were all printed in Senegal in the French language. After an in-depth in-country assessment of Senegal's educational needs, books were selected to be produced as directed by Senegal. These books are consistent with Senegal's National Curriculum or with directions from the country's National Educational Reform Commission(s). The writing of these books has been a superb joint venture effort. African scholars/educators, teachers, and students led in the development of each book, beginning with the selection of the books' subject or title, grade level, as well as the content of many chapters or units. The Senegalese jointly wrote all books, modified all books, and initially designed some of the books. These joint venture efforts have resulted in a lot of capacity-building within the country of Senegal: critical thinking and writing skills have been developed by several groups of persons. These groups and their collaborations with in-country curriculum groups and reform commissions as well as their collaborations with Senegalese printing houses and writing groups at ECSU, are building a foundation of sustainability for future textbooks writing in the country of Senegal.

All books are scholarly based and were modified-revised after field-testing to ensure an excellent final product. The ECSU-Senegal TLM Program, an USAID joint venture Model of Collaboration for writing and printing textbooks in Africa, has two other major capacity-building features.

Teachers have been provided additional training; primarily using the Cascade Model where selected “Master” Teachers were trained, from all regions of Senegal. These persons were also trained on how to train other teachers; thereby building-capacity in the area of in-country teacher training. These “Master” teachers and trainees are forming the foundation of future teacher training and its sustainability in Senegal.

Also, a large amount of economical and technical capacity-building was established when all the textbooks were printed in the country of Senegal. Many persons received income that would not have been received otherwise and many printing houses’ executives and regular employees learned printing skills, bought better printing machines and developed economic and technical skills that would not likely have come without the TLM Program printing books in Senegal.

Most rewarding of all, the ECSU-Senegal TLM Program, an USAID joint venture Model of Collaboration for writing and printing textbooks in Africa, has brought about increased access to textbooks for millions of school students who did not have prior access. These high quality, culturally relevant, and culturally sensitive books have greatly improved the quality of education for Senegal. Prior to the TLM Program, for a number of subjects and grade levels, the ratio of available books for students was as high as 1 book per 25 students and often 1 book for 50 students in some areas. In 2008, in Senegal’s middle schools, the ECSU-Senegal TLM Program has reduced the ratio for Mathematics and Science books to 1 book per student. In addition, between 2009 and 2012, new books were produced in the subjects of History & Geography, Science, Project of Life, and Reading. Significantly, this comes at a time when the Curriculum Reform Commission in Senegal is shifting the paradigm of education from that of a “letter and art perspective” to a “scientific perspective” at the middle and secondary schools and focusing more on reading and science at the elementary levels with USAID’s new strategy. The ECSU TLM Program has contributed greatly to this achievement in Senegal.

Abdou Maty Sene, Ph.D.
ECSU-Senegal TLM Program Director

III. TLMP ACCOMPLISHMENTS

I. NUMBER OF BOOKS PRODUCED:

- All Textbooks produced have been printed in Senegal.
- Student books and teacher guides produced have met high academic standards of quality, including being academically/ pedagogically sound, culturally relevant/sensitive, gender equity, age and grade appropriate. They reflect also the cross themes of community involvement; HIV-AIDS and Malaria awareness and prevention

ACCOMPLISHMENTS: FY 2009-2010 TLM-Books Produced/ Printed/ Distributed

A. December 2009: 500,000 Books

1. *Discovering Our World, 2nd Edition Grades 2-3:* (250,000 copies)
2. *Integration Book, Grade 1:* (50,000 copies)
3. *Activities Book, Language and Communication, Grade 1:* (50,000 copies)
4. *Integration Book, Grade 2:* (50,000 copies)
5. *Activities Book, Language and Communication, Grade 2:* (50,000 copies)
6. *Integration Book, Grade 3:* (50 000 copies)

B. May 2010: 400,000 Books

7. *Life Science and Earth Science, 2nd Edition Grades 9-10;* (250,000 copies);
8. *Physical Science, 2nd Edition Grades 9-10;* (150,000 copies).

C. September 2010: 450,000 Books

9. *Earth Science and Life Science, Grade 7;* (200,000 copies)
10. *Mathematics, Grade 11;* (125,000 copies)
11. *Physical Science, Grade 11;* (125,000 copies)

**Total (2009-2010) TLMP BOOKS PRODUCED/PRINTED FOR SENEGAL:
1,350,000**

ACCOMPLISHMENTS: FY 2010-2011 TLM-Books Produced/ Printed/Distributed**A. June 2011: 800,000 Books**

12. History & Geography, Grade 10 : (200,000 copies)

13. Life Science and Earth Science, Grade 8 : (250,000 copies);

14. Project of Life: (350,000 copies).

Total (2010-2011) BOOKS PRODUCED/PRINTED FOR SENEGAL: 800,000

ACCOMPLISHMENTS: FY 2011-2012 TLM-Books Produced/ Printed/Distributed**A. October 2011: 200,000 Books**

15. Learning French, Grades 5 & 6 : (100,000 copies);

16. Language and Communication, Grades 3 & 4 : (100,000 copies).

B. Oct./ Dec.2012: 300,000 Books

17. Between Sound and Sentences, Grades 1 & 2 : (150,000 copies);

18. Reading Album-1, Grades 1 & 2 : (50,000 copies);

19. Reading Album-2, Grades 3 & 4 : (50,000 copies);

20. Reading Album-3, Grades 5 & 6 : (50,000 copies).

TOTAL (2011-2012) BOOKS PRODUCED/PRINTED FOR SENEGAL: 500,000

TOTAL TLMP BOOKS PRODUCED AND DISTRIBUTED**CA # RLA-A-00-09-00037 (2009-2012): 2,650,000**

These high quality, culturally relevant, and culturally sensitive books have greatly improved the quality of education for the school students of Senegal.

Prior to the TLM Program, for a number of subjects and grade levels, the ratio of available books for students was as high as 1 book per 25 students.

Since 2008, in Senegal's middle schools, the ECSU-Senegal TLM Program has reduced the ratio for Mathematics and Science books to 1 book per student.

Significantly, this comes at a time when the Curriculum Reform Commission in Senegal is shifting the paradigm of education from that of a "letter and art perspective" to a "scientific perspective." Senegal wishes to become a more self-sufficient nation, technologically. The ECSU TLM Program has contributed greatly to this achievement of Senegal.

II. SUPPLEMENTARY LEARNING MATERIALS DEVELOPED:

In addition to the several million of books produced and distributed in Senegal, the following were also developed:

- field testing documents have been produced ;
- flash cards, charts, and posters were also produced.

III. TEACHER TRAINING:

Since the inception of the ECSU-Senegal TLMP, teachers have been provided additional training; primarily using the Cascade Model where selected “Master” Teachers were trained, from all regions of Senegal. These persons were also trained on how to train other teachers; thereby building-capacity in the area of in-country teacher training.

These “Master” teachers and trainees are forming the foundation of future teacher training and its sustainability in Senegal. Others have been trained as follows:

- The Inspectors/Principals trained other Master Teachers in each of their regions.
- The trainees trained other teachers in their school districts.

At least **6,000 teachers were trained** with the cascade model and **55,000 teacher guides were developed**. They were designed specifically on how to use the books produced.

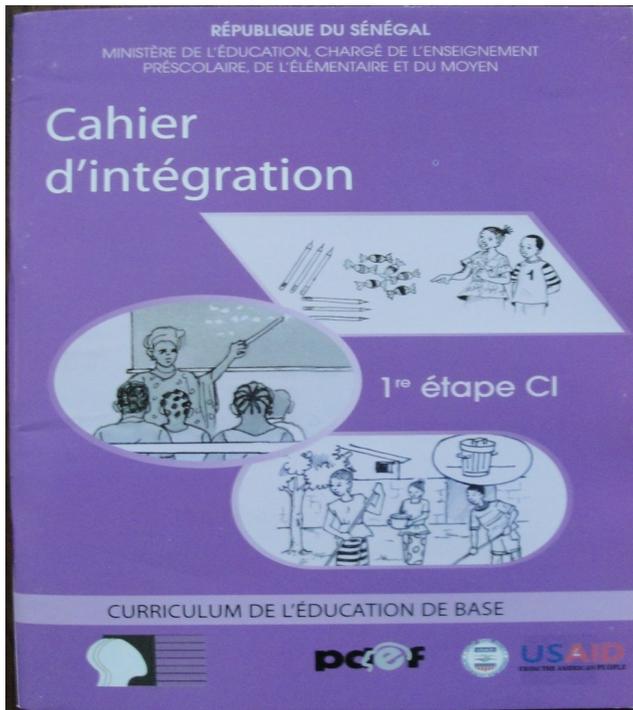
IV. OTHER IMPACTS :

- The ECSU-Senegal TLM Program has led to the creation of professional writing teams in Senegal for developing good books for the subject/grade level of the books produced; these teams include educators at all levels (Elementary, Middle and Secondary schools-University faculties).
- Four major printing companies in Senegal have greatly increased their skills and capacities in the printing and producing of quality textbooks in large numbers.

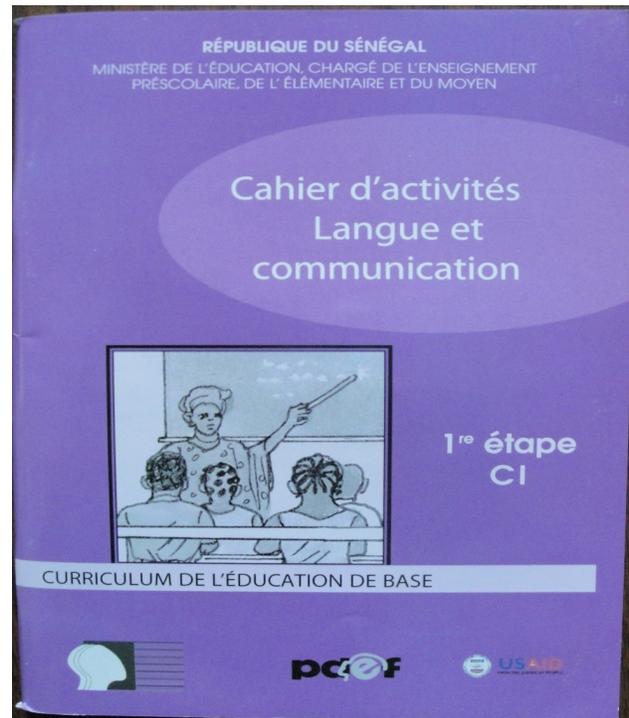
In addition, at ECSU, the following activities occurred:

- Curriculum Research Institute was enhanced.
- International outreach was enhanced; ECSU capable of working in different country with different culture, using different language (French in this case).
- Scholarship for Senegalese students established was established.
- International curriculum, and intercultural relations were enhanced.
- Training in textbooks writing and Professional Educational Development were enhanced.
- French, Language & Communication Department was enhanced.
- Memorandum of Understanding (MOU) signed between ECSU (in the U.S.), the University Cheikh Anta Diop -UCAD, the African Institute for mathematics and Science -AIMS (in Senegal), and Sahel University (UNIS).
- Professors exchange Program established between the universities.
- Joint venture research activities occurred.
- As stated in the number of books produced, PAEM, an USAID project in Senegal did print 200,000 books for the regions of Fatick, Tamba, Kolda, & Ziguinchor.
- Also, Tandian Printing Company did offer 59,000 books for its contribution.
- In 2010, we collaborated with the EDB project, another USAID Program in Senegal to develop and produce TLM in History/ Geography and Civic Instruction (Project of Life).

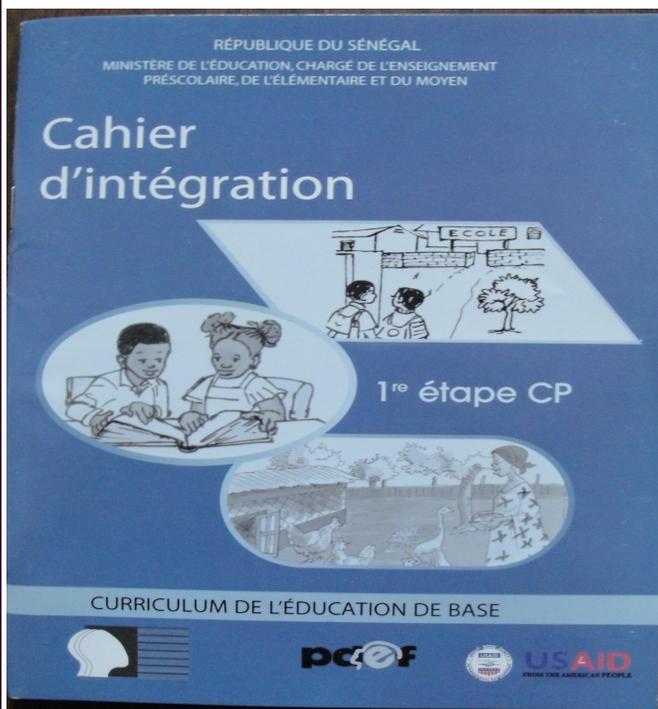
Books produced by ECSU-Senegal TLMP 2009-2012



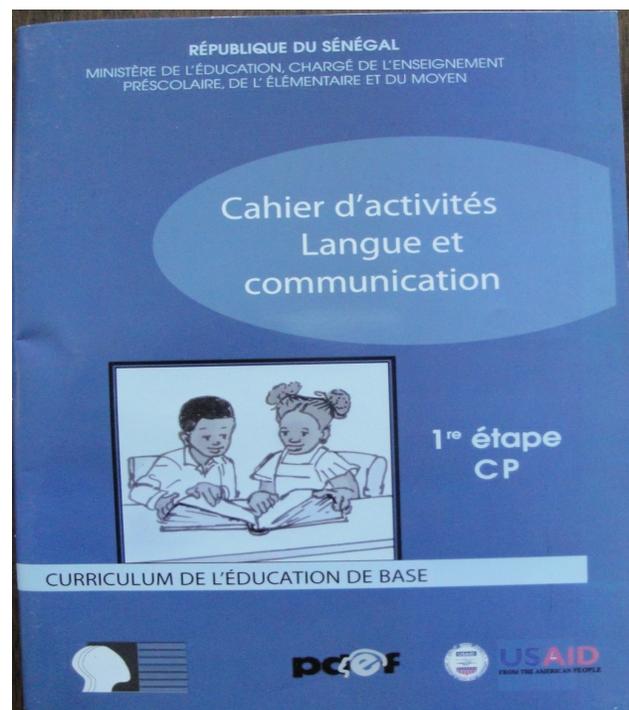
Integration Book, Grade 1



Activities Book, Language & Communication -Grade 1

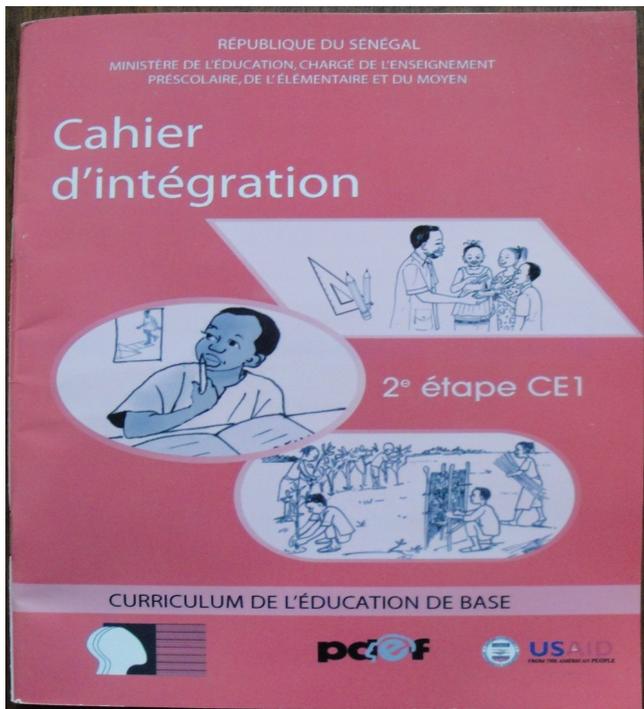


Integration Book, Grade 2

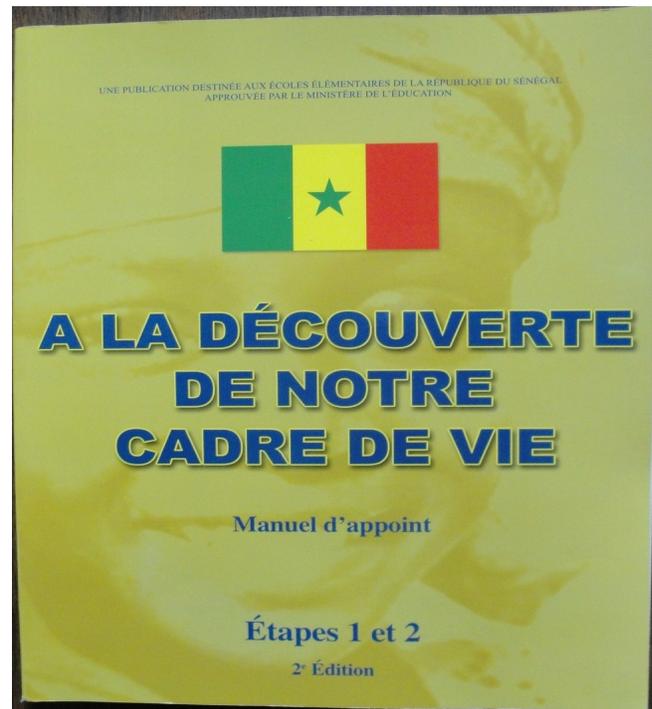


Activities Book, Language & Communication -Grade 2

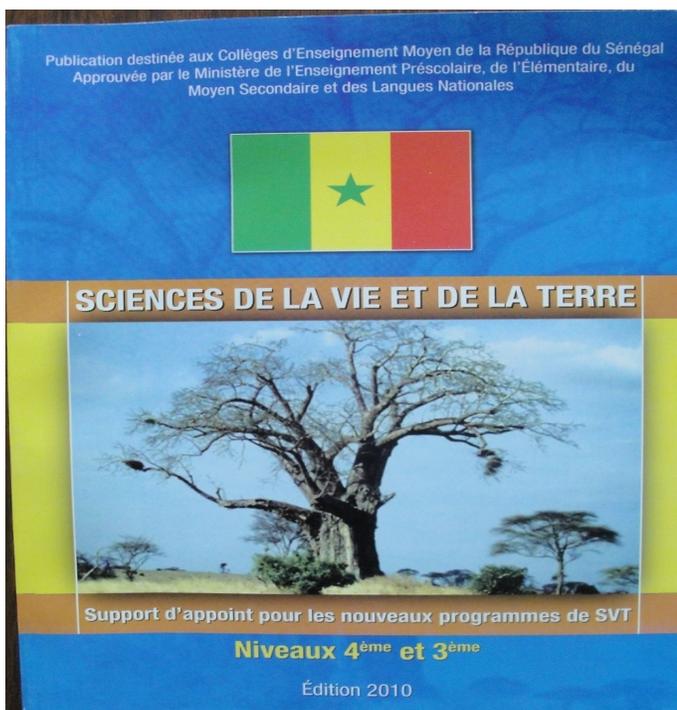
Books produced by ECSU-Senegal TLMP 2009-2012



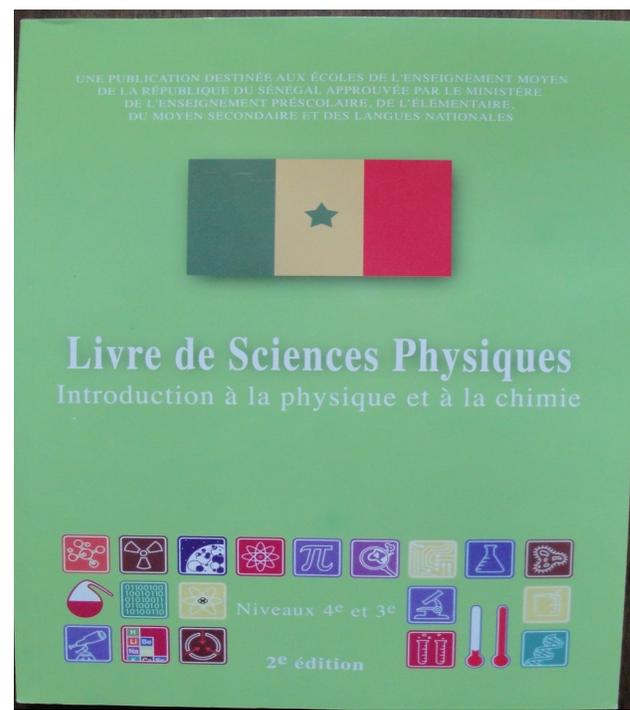
Integration Book, Grade 3



Discovering Our World—Grades 2-3

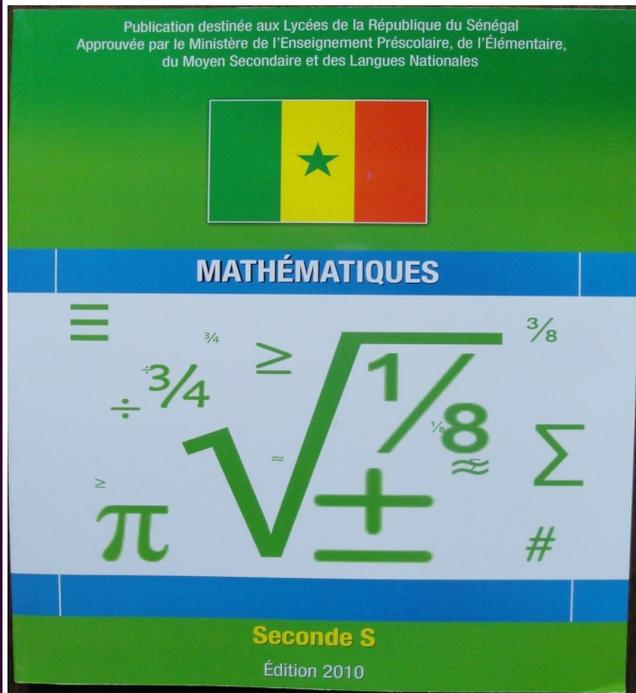


*Life Science & Earth Science—
2nd Edition, Grades 9-10*



Physical Science—2nd Edition, Grades 9-10

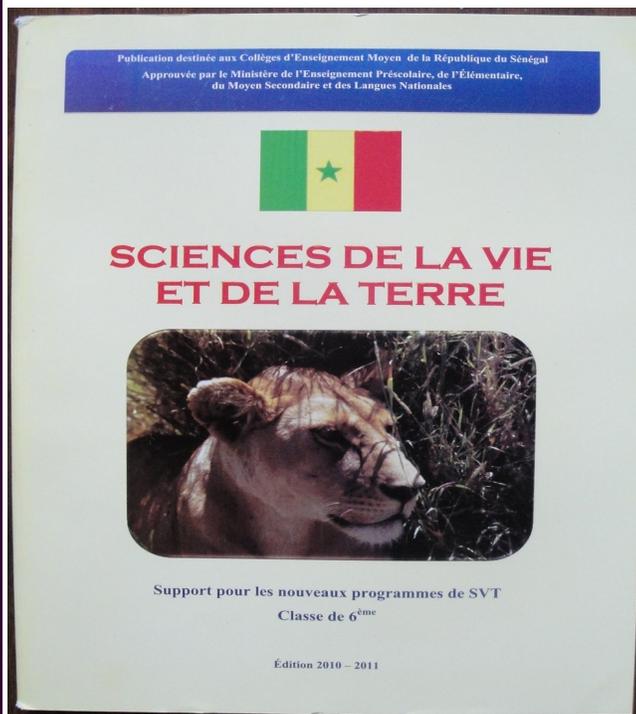
Books produced by ECSU-Senegal TLMP 2009-2012



Mathematics – Grade 11



Physical Science – Grade 11



Life Science & Earth Science— Grade 7



Project of Life

Books produced by ECSU-Senegal TLMP 2009-2012

Publication destinée aux écoles élémentaires de la République du Sénégal avec l'appui de l'USAID



APPRENDRE LE FRANÇAIS

3^e étape

Propriété du Ministère de l'Enseignement Élémentaire, du Moyen Secondaire et des Langues Nationales

Learning French, Grades 5-6

Publication destinée aux écoles élémentaires de la République du Sénégal avec l'appui de l'USAID



LANGUE ET COMMUNICATION

CAHIER D'EXPRESSION ECRITE



2^e étape

Propriété du Ministère de l'Enseignement Élémentaire, du Moyen Secondaire et des Langues Nationales

Language & Communication, Grades 3-4

RÉPUBLIQUE DU SÉNÉGAL
MINISTÈRE DE L'ÉDUCATION

1-étape CI-CP

Album de lecture



CURRICULUM DE L'ÉDUCATION DE BASE



Reading Album 1, Grades 1-2

RÉPUBLIQUE DU SÉNÉGAL
MINISTÈRE DE L'ÉDUCATION

2-étape CE1-CE2

Album de lecture

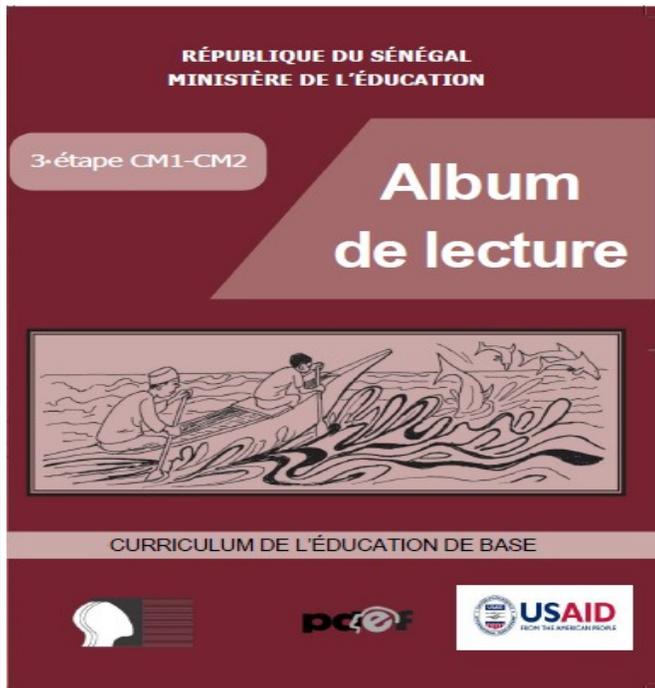


CURRICULUM DE L'ÉDUCATION DE BASE

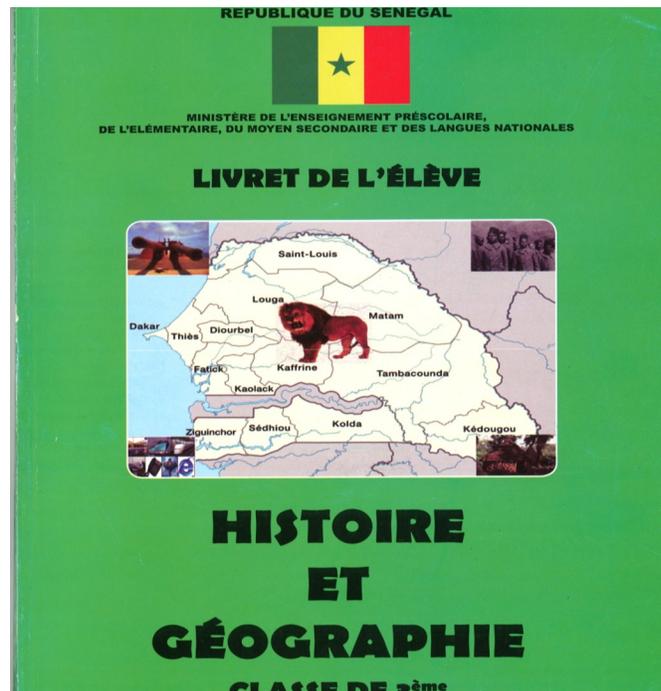


Reading Album 2, Grades 3-4

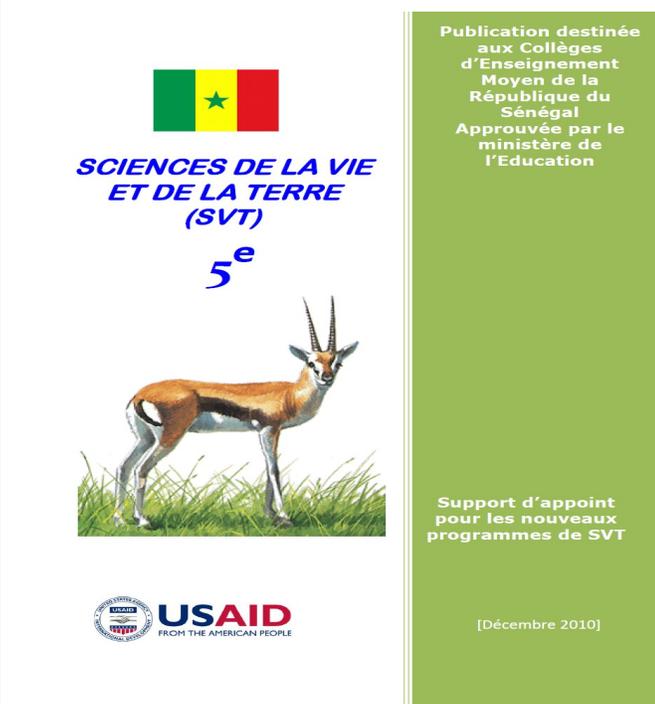
Books produced by ECSU-Senegal TLMP 2009-2012



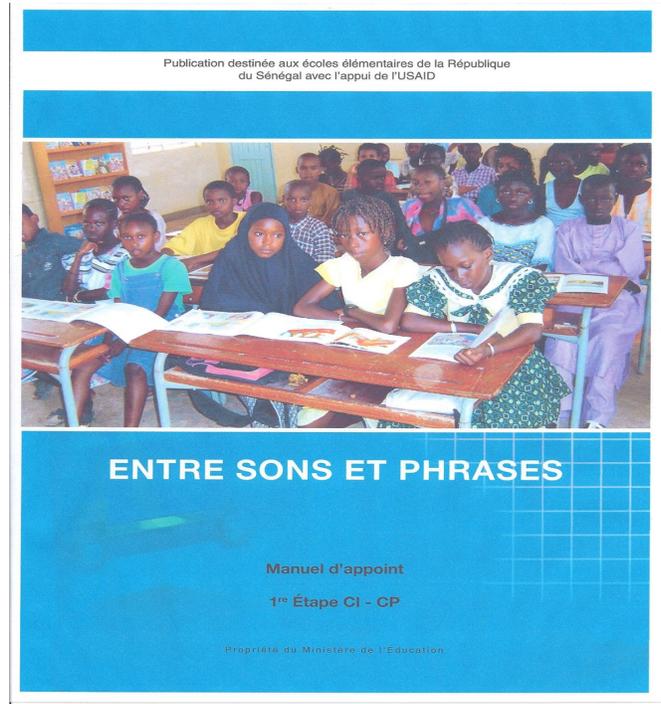
Reading Album 3, Grades 5-6



History & Geography, Grade 10



Life Science & Earth Science—Grade 8



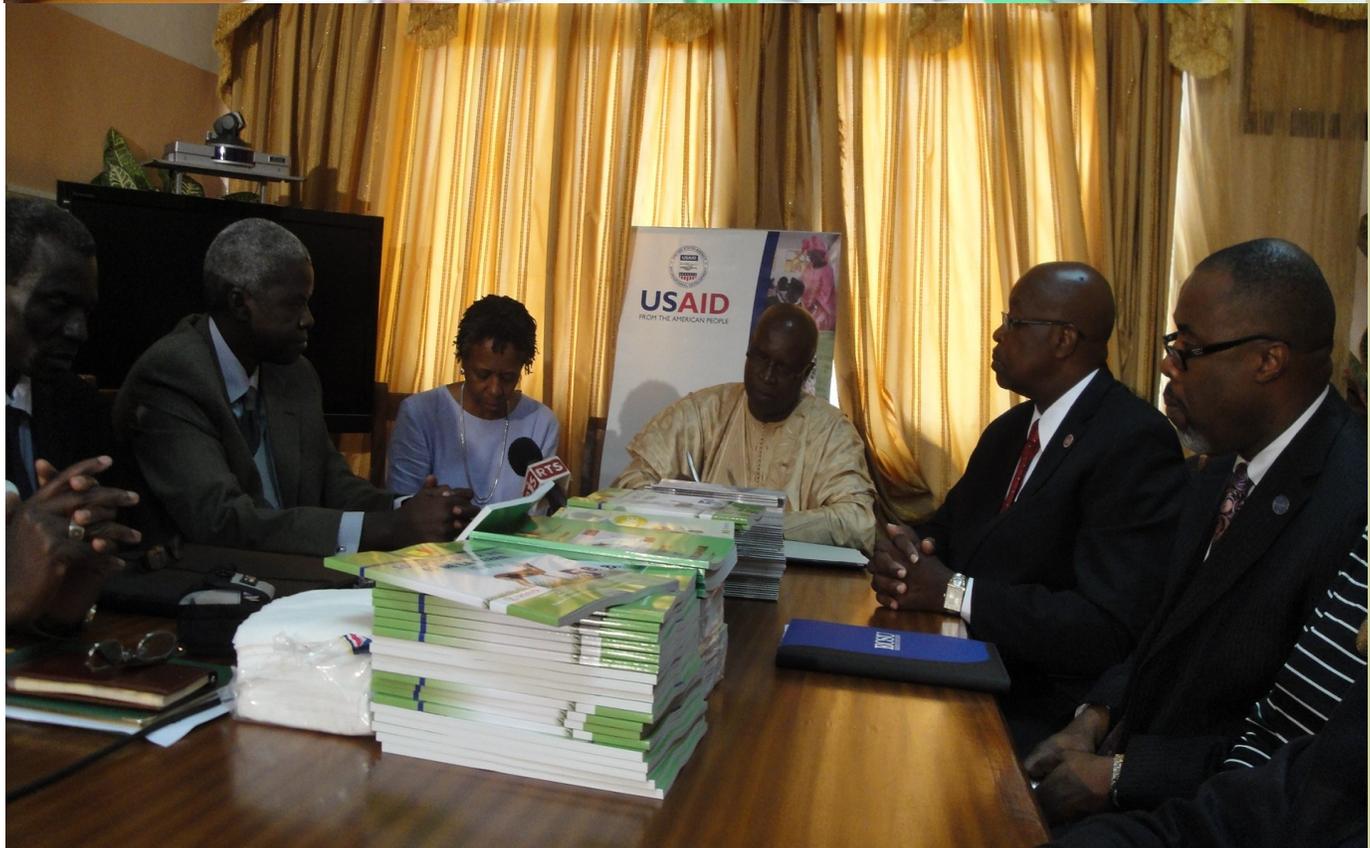
Between Sound & Sentences, Grades 1-2



Officials from Senegal and ECSU participating in Books Donation Ceremony



Officials from Senegal and ECSU participating in Books Donation Ceremony



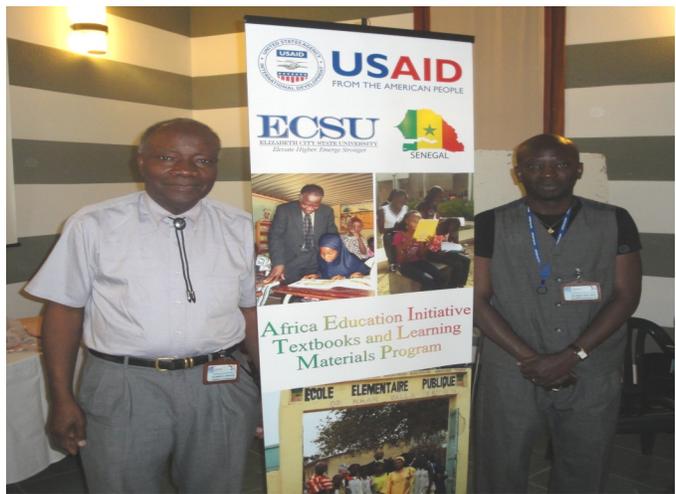
Officials from Senegal and ECSU participating in Books Donation Ceremony



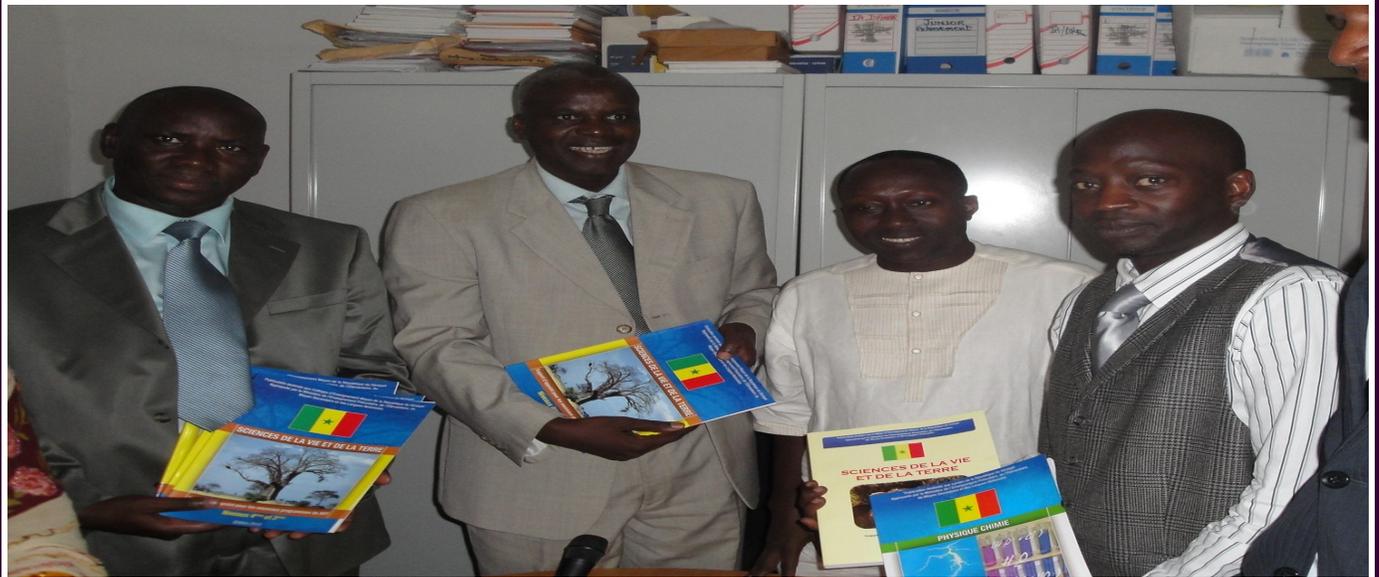
ECSU- SENEGAL- TLMP



ECSU- SENGAL- TLMP



Officials from Senegal and ECSU participating in Books Donation Ceremony



Books Design & Teacher Training Workshops

CLOSE-OUT-STRATEGIES

The ECSU – Senegal TLMP has had tremendous successes in:

- A. Assisting the Ministry of Education (MOE) in Senegal in Assessing the Educational Needs, especially for Learning Materials, for students on an annual basis.
- B. Assisting the MOE in Senegal in identifying the Educational Priorities, especially for Learning Materials, for students on an annual basis (within budget constraints).
- C. Developing and producing in a constructive and collaborative manner (ECSU, MOE, UCAD, USAID-Senegal) Textbooks and Learning Materials (TLM) for the public schools of Senegal.
- D. Printing in Senegal and distributing in the schools of Senegal more than 20 different titles and more than 5 million copies of TLM at reasonable prices.
- E. Training several hundred area superintendants, principals, master teachers, lead teachers and regular classroom teachers how to effectively teach (and others how to develop/write) grade appropriate, age appropriate, and without gender biasness, high quality TLM for the public schools of Senegal.

Projected Transitional Phase-Out of the ECSU – Senegal TLMP:

Since the ECSU – Senegal TLMP has come to an announced close-out program for the fiscal year 2012; plans were made for a **Transitional Projected Phase – Out Strategy** for the last announced year of the ECSU – Senegal TLMP.

In addition to the millions of books printed and distributed in the public schools of Senegal between 2005 and 2012, the ECSU – Senegal TLMP:

- A. Improved the Teaching – Learning Process in Senegal, elevating teaching to a higher level and greatly enhancing teacher training;
- B. Developed and enhanced many professional skills for the Senegalese people, especially many educators and workers in the printing industry;
- C. Developed a number of teams of skilled writers of quality textbooks at the MOE, UCAD and among some superintendents.
- D. Established teams of diverse educators (MOE, university professors, educators at teacher training academies, superintendents, etc.), collaborating to solve problems in public education like improved educational assessment and planning, appropriate curriculum revision, outlining appropriate syllabi for classes, etc.; diverse groups of persons who previously did not communicate effectively.
- E. Developed and produced books with high educational quality, reflecting Senegalese culture, and were adopted as the primary classroom textbooks.
- F. Greatly improved, modernized and made competitive the Printing Industry in Senegal, in their capacities to produce better quality and higher quantities of printing.

CLOSE-OUT-STRATEGIES

It is around these six items (A – F) that the ECSU – Senegal TLMP Transitional Projected Phase – Out Strategy is being based; namely:

1. **ECSU's Global Education Center**
2. **National ECSU-Senegal TLM Resource and Training Center in Dakar**
3. **TLMP Consortium (ACEED)**

1. ECSU- Senegal TLMP established at ECSU an International Education Resource and Training Center (**ECSU's Global Education Center**) for the precise purpose of sustaining and broadening the positive gains resulting from the ECSU – Senegal TLMP between 2005 and 2012, listed in (A – F) and for relating to other nations.



The ECSU – GEC is located in Room 112 Of the Gilchrist Education Psychology Complex on the campus of Elizabeth City State University ; Elizabeth City, North Carolina 27909.

CLOSE-OUT-STRATEGIES, Cont'd

.2. The ECSU-Senegal TLMP created also in Senegal a **National ECSU-Senegal TLM Resource and Training Center in Dakar**, first at AIMS-SN then moved to UNIS. This center was established for the precise purpose of sustaining and broadening the positive gains resulting from the ECSU–Senegal TLMP between 2005 and 2012, listed in (A–F). The basic purpose of the Resource and Training Centers are to:

- A. Provide a place that houses all TLM developed for Senegal by the ECSU-Senegal TLMP, 2005 – 2012;
- B. Provide this material in print form and media form (DVDs/Videos);
- C. Form diverse teams of TLM writers;
- D. Form diverse teams of TLM trainers;
- E. Provide multi-media equipments/techniques for producing more TLM in the future;
- F. Provide multi-media equipments/techniques for enhancing writing textbooks and training teachers to effectively use them.

The Global Education Center in Dakar can also serve for **West Africa ECSU-TLM Resource and Training Center** for the precise purpose of helping to develop for other French speaking countries in West Africa similar kinds of positive gains that resulted in Senegal from the ECSU – Senegal TLMP between 2005 and 2012 as listed in (A – F).



CLOSE-OUT-STRATEGIES, Cont'd

3. TLMP Consortium

A Consortium was formed by all the existing TLMP Universities named the Academic Consortium for Education and Economic Development (ACEED) The details were explored since the Elizabeth City (February 2011) and Chicago (October 2011) workshops and fully developed during the 2012 TLMP Partners (ACEED) Conference (June 2012) at Arlington, VA.



ACEED Executive Summary

The Academic Consortium for Education and Economic Development (ACEED) is an organization formed to aggregate the strengths of Higher Educational Institutions (HEIs) into a collaborative effort to aid in the educational and economic advancement of developing countries. ACEED is an evolution of the TLMP (Textbook and Learning Materials Program), where five United States (U.S.) academic institutions served as implementing partners to five sub-Saharan African (SSA) countries funded by USAID's African Bureau, Office of Sustainable Development, Education Division (AFR/SD/ED) to provide textbooks, learning materials, and related educational services. The purpose of this Executive Summary is to provide information about the purpose of ACEED and the areas of support it can



Value Proposition

While each of the five Universities has gained institutional benefits from the existing programs, including capacity building within the respective Colleges of Education, international exposure and recognition, indirect costs, and new partnerships both in the U.S. and abroad, ACEED will retain and enhance these benefits significantly while adding additional value in the short and long-term.

- ACEED will bring the full-weight of each university's areas of specialization to enhance each institution's visibility and outreach nationally and internationally.
- Through ACEED, each university will expand its participation in addressing some of the most critical problems facing the world, in multiple areas of human need including research, advancing foundational skills, public health, food security, and environmental concerns.

The ACEED partner institutions will leverage their collective capacity to respond to these human needs and thereby support individual funding diversification efforts through sustainable partnerships to address global concerns.

Consortium Partners

ACEED is comprised of five tertiary institutions that are either MSIs (Minority Serving Institutions) or HBCUs (Historically Black College or Universities). Primarily, these institutions have functioned as independent entities, occasionally meeting at conferences organized by USAID in the U.S. or abroad. Since each partner institution enabled significant achievements in its respective host country, at the request of USAID in 2011, the institutions gathered to assess the accomplishments at an aggregate level. The results of this assessment are summarized as follows:

Outputs:

- Developed over 500 new books in 13 languages
- Trained over 165,000 teachers
- Printed 25,223,000 textbooks and learning materials

Improved student-to-textbook ratios by factors of 20 or more

Sustainable Outcomes:

- Enhanced teaching techniques
- Strengthened student achievement
- Aligned content to national curricula in each country for maximum adoption rate
- Promoted gender equity and HIV/AIDS awareness and prevention
- Fostered capacity and sustainability in MSIs and partner countries

Engendered immeasurable goodwill toward the America people

After viewing the accomplishments from an aggregate perspective, it became clear that functioning as ACEED, the partners will be able to project the full strength of the institutions they represent. The following summary provides a brief description of each institutional partner.

Chicago State University (CSU)

Chicago State University opened its doors in 1867 as a teacher training school. In its 140 year history, CSU has expanded to become a comprehensive liberal arts institution; however, it has never lost sight of its educational mission. As an MSI, CSU has partnered with the country of Ghana since 2005 on Primary Education and Teacher Training initiatives, as well as textbook development, printing, and the nationwide distribution of over 6 million books to Kindergarten pupils throughout Ghana.

CSU has also designed and developed 18 additional titles for primary grades 1 through 3. CSU has made significant strides in the health fields, including a premier nursing program, pharmacy, and a community health curriculum. Over the years, CSU has been awarded grants in many areas of study including Urban Agriculture, alternative energy research and Aquaponics. Beyond that, it offers non-traditional programming, workforce development, and youth development programs.

Elizabeth City State University (ECSU)

ECSU also began as a teaching institution founded in 1891 as an HBCU established by the state of North Carolina for the specific purpose of teaching and training the teachers of African Americans. Since its historical beginnings, ECSU has expanded its curriculum and currently offers 36 baccalaureate degree programs, four master degree programs and a doctorate of pharmacy degree. The pharmaceutical program is in partnership with UNC Chapel Hill. As part of the TLMP, ECSU has partnered with Senegal to provide TLMs and improve its educational outcomes. ECSU has stressed the importance of culturally sensitive learning materials, developed in close collaboration with local administrators and educators and TLM alignment with the national curriculum.

Kentucky State University

Kentucky State University is a historically black, liberal arts and land grant institution. It was one of the eighteen 1890 Land Grant institutions mandated by the Morrill Act of 1890 to conduct research, extension, and teaching in the food and agricultural sciences. Kentucky State University has a strong focus on international partnerships and has a long history of service and community outreach, particularly in the area of agriculture, food science, sustainable systems, and education. Dr. Mary W. Spor, who leads all sponsored program efforts at KSU, has partnered with Ethiopia since 2004 through the USAID Textbooks and Learning Materials Program. English language textbooks, teacher guides, and supplementary readers were developed and teacher training was conducted. TLMs (textbooks and learning materials) follow the Ethiopian National Curriculum, are culturally-based, contain effective research based methodology, and have been written collaboratively with Ministry of Education experts, Regional curriculum experts, university professors, and teachers, thus building capacity and sustainability within Ethiopia. Dr. Teferi Tsegaye, Dean of Agriculture, is co-principal investigator of USAID through the Africa-US Higher Education Initiative to support work aimed at building Ethiopia's educational capacity to effectively manage its water resources.

South Carolina State University (SC State)

SC State University was founded in 1896, as the state's sole public college for black youth. As an HBCU, in addition to its historical strengths in education and agriculture, SC State offers strong academic programming in the professional sciences as well as Mathematics and Engineering Technology.

In its collaborative work with The United Republic of Tanzania (Zanzibar & Mainland), as part of TLMP, SC State focuses on developing and distributing high quality, culturally sensitive, and research based, secondary textbooks that are aligned to Tanzania's national curriculum in the STEM areas.

The University of Texas at San Antonio (UTSA)

UTSA, founded by the Texas Legislation in 1969, has grown to an institution of over 30,000 students. Internationally, UTSA has contributed to the TLMP in both South Africa and Malawi. Spearheading the Read Malawi project, UTSA collaborated with the both governments to provide 300 book titles and 210 teachers' guides in 12 African languages and English while maintaining fidelity to the languages and culture of the host countries. As an institution, UTSA has been on a rapid growth trajectory in terms of its diversity of academic disciplines, its aggregate research expenditures, and sponsored programs. UTSA has extensive scientific research experience, distinguished faculty in the realm of climate change, and a newly established South Texas Center for Emerging Infectious Diseases.

Historically, all five institutions have supported outreach efforts to underserved minority populations. This has provided each partner with the institutional experience required to work collaboratively with developing populations. Additionally, ACEED partners are grounded in their respective Colleges of Education, and this reflects a fundamental belief among the partners that education is the foundation of human and economic development. ACEED partners have spent the last five years developing and sharing skills and reinforcing capacity to deliver Teacher and Staff Training, Workforce Development, Curriculum Development, Training/Learning Material Development, Monitoring and Evaluation, Process Development, Research, and Sustainable Capacity Building. These efforts have bolstered our institutions internally and directly supported our SSA host country partner countries.

In addition to this capacity, the following table represents the areas of demonstrable expertise for each of the institutional partners in ACEED.

Institution Name / Areas of Expertise:**Chicago State University (CSU)**

Program Administration; research; teaching and learning material development; foundational skill development including academic enrichment for youth; HIV/AIDs prevention; community health; urban agriculture; Aquaponics; international research, capacity development, and entrepreneurship; and climate change initiatives including innovative research in alternative energy sources.

Elizabeth City State University (ECSU)

Primary education level French language material development; intercultural relations and gender equity; educational strategies for inclusion of marginal populations; eRemote sensing and climate change initiatives; computational science; HIV/STD prevention/risk reduction; developing critical thinking skills; minority health disparities relative to prostate cancer and Type II diabetes.

Kentucky State University (KSU)

Water resource research and development in Africa; health issues; agriculture, food science, sustainable systems (food security and climate change) textbook development and teacher training for grades 1-8; and professional development at the Ministry of Education, regional, university, and national levels.

South Carolina State University (SC State)

International agribusiness; livelihood skill development; applied science and technology; research; teaching and learning material development; foundational skill development; health initiatives; transportation; and small farmer Services.

The University of Texas at San Antonio (UTSA)

Development of multilingual host country learning materials to facilitate Mother Tongue to English transition at the primary level; engaged in global research topics such as infectious disease, the impact of climate change, and the development of renewable energy systems.

Vision

To be a thriving, sustainable organization that is a catalyst for improving the quality of life in developing countries.

Mission and Objectives

To improve the educational and economic quality of life for developing nations, ACEED will implement the following objectives:

- Develop national and international partnerships that collaborate to assist developing nations in achieving their full potential;
- Develop educational and training materials to support the initiatives of our host countries and funding agents;
- Serve as facilitators to assemble academic, business, and governmental institutions in an effort to research, design and advance solutions to some of the world's most challenging social, economic;
- Monitor and evaluate our programs and activities to accomplish our tasks in a cost-effective manner with economies of scale.

Strategic focus

While ACEED developmental activity is rooted in SSA, and the need for additional intervention is great.

As ACEED, we are poised to respond to human development needs in other developing regions of the world.

These areas of focus reflect the collective expertise of the partners as well as the United Nation's (U.N.) Millennium Development Goals (MDGs) targeted for the year 2015, and U.S.' strategic priorities for global development. The strategic focus of ACEED is to operate in the following areas:

- *Engaging in Global Research*
- *Advancing Foundational Skills and Literacy*
- *Improving Health Outcomes*
- *Ensuring Food Security*
- *Sustaining the Environment*

Engaging in Global Research

In a profoundly complicated world where our challenges are global and interrelated, one of the most important contributions that an academic institution can provide is the fundamental research that increases understanding and equips us with innovative solutions to offer to the global community. For example, to respond effectively to the question, "how does global climate change affect the global food supply" it is important to have academic institutions engaged in the study of global weather patterns, soil, sea, and ecological impacts. Postulates arrived at through primary and secondary research can be tested and validated, and then if useful, distributed to a network of national and international affiliates.

Advancing Foundational Skills and Literacy

Consistent with the U.N. MDGs and USAID's strategic objectives in education, ACEED will advance foundational skills and literacy through the development and distribution of teaching and learning materials, curriculum design, and training delivery. Culturally sensitive learning material in various formats (i.e. workbooks, visual aids, audio, video, and computer assisted learning) is the key to reduced poverty, better health, and addressing other quality of life issues. ACEED will also leverage our institutional experience with youth and socio-economic development concerns, such as Foundational Skill Development (FSD) programs for youth to improve livelihood skills that are relevant to a country's developmental goals and the need for a capable workforce. As the population in SSA grows at 2.5% per annum and will double to a projected 2 billion by 2050, there are political, economic, and social development consequences. FSD efforts increase access to vocational/technical and tertiary education for underserved youth, and improved quality of education and research in line with developmental priorities. ACEED's role, within this scope, is to serve as facilitators utilizing the vast resources and networks within and beyond our institutions to research, design, implement, and monitor programs that fulfill the skill developmental needs for youth. ACEED will aim to collaborate with a diverse set of stakeholders to include public and private sector actors, institutional and governmental entities, as well as non-governmental organizations (NGOs) and private voluntary organizations (PVOs).

Improving Health Outcomes

U.N. MDGs 4, 5, and 6 are all related to improving health outcomes; specifically addressing the mortality rate of children under five, the maternal mortality rate, and to halt and reverse the spread of HIV/AIDS. These mandates also include providing universal access to treatment, and reducing the incidents of malaria and other dangerous diseases by 2015.

ACEED partners have spent the past several years working in SSA countries where health outcomes are severe and have achieved significant educational gains despite the obstacles and challenges. Many of the poor health outcomes witnessed in the developing world are due to a lack of basic health knowledge and in some cases could be avoided with measures as simple as training materials and opportunities to communicate the best medical practices to health providers and the public. Our institutions have made significant investments in health care training, medical research, community health, and HIV/AIDS awareness programs, as well as pharmaceutical training facilities. ACEED partners can provide a variety of interventions including faculty exchanges and partnerships with tertiary institutions and indigenous health care providers.

Food Security/Agriculture

U.N. MDG 1 aims to eradicate extreme poverty and hunger. Specifically, the goal is to reduce the proportion of people who live on less than \$1.00 per day by 50%, achieve productive employment for all including women and youth, and reduce the number of people who suffer from hunger by half. ACEED would work collaboratively with our domestic and in-country counterparts to support specific, measurable, and sustainable outcomes for food security interventions. Examples of potential ACEED interventions might include the following:

- Research and Technical support for legislation relative to food production, importation, and distribution of seeds, fertilizers, and plant protection;
- Technical and business skill development for farmers;
- Crop demonstration plots to showcase best practices;
- Soil enhancement and irrigation techniques;
- Utilization of micronutrients such as vitamin A, Iron, and Iodine supplements for populations suffering from poor nutrition;
- Appropriate responses to global climate change as it relates to food production and land use.

Ensuring a Sustainable Environment

Amongst the multitude of issues concerning human survival, preserving a sustainable environment is the most critical. For example, erratic weather patterns are already disturbing quality of life, as people deal with the socio-economic aftermath of floods, storms, increasing fresh water salinity, and diminishing biodiversity. U.S. policy reforms aim to reduce domestic emissions while supporting the development and use of low-carbon technologies abroad, as well as improving observation systems. These policies emphasize results-driven actions that halt and reverse greenhouse gas emissions to promote sustainable economic growth, increase energy security, and support sustainable development through environmentally effective and economically viable solutions. The ACEED partners would research and implement the appropriate solutions and collaborate with other relevant stakeholders engaged in the environmental arena.

Summary

The multi-disciplinary nature of our institutions enables ACEED to design, execute, and monitor a broad range of activities as defined by the Mission Statement. ACEED partners have made significant contributions to the educational objectives of their host countries and, as a consortium can multiply their combined impact and global outreach substantially to address the prescribed areas of human development.

Since the international community's priorities and U.S. national mandates are aligned with the purpose and intentions of ACEED, opportunities from multiple funding streams are anticipated. Program audit findings indicated that ACEED partners implemented a successful business model under the TLMP umbrella. This success is the basis of ACEED's creation and potential expansion. Furthermore, through our affiliation, we have developed the commitment, patience and cohesion to work through ACEED's establishment with consensus, transparency, and a clear ethical framework. As we solidify our intentions through our governing documents, our institutions have overcome significant challenges and have been able to continue, in parallel, the closure of our current program (TLMP) with commendable results.

Conclusion

The Distribution and accountability of the resources of ECSU – Senegal TLM Program after the program has officially ended

As Elizabeth City State University (ECSU), the host University of the ECSU – Senegal TLM Program and the Program Director look to the future, they first wish to take a pause to reflect on the past.

Elizabeth City State University in general, and the Elizabeth City State University's TLM Program in particular (especially its Program Directors), consider it an honor; a distinct honor indeed, to have been selected by the United States Agency for International Development (USAID) to have had the opportunity to partner with the West African country of Senegal to collaboratively develop and write textbook, and to train teachers for the schools of Senegal.

In particular, the ECSU – Senegal TLM Program is very appreciative of the cooperation, openness, sharing, trust, confidence, and goodwill that has been extended by USAID – Senegal, the Ministry of Education (MOE) in Senegal, "Université Cheikh Anta Diop" (UCAD) in Dakar, Senegal, the African Institute of Mathematical Sciences (AIMS – Senegal) in Mbour, Senegal [AIMS-Senegal, as a pan-African center for post-graduate training and research providing advanced, broadly applicable mathematical skills to talented students is part of the *Next Einstein Initiative* (NEI). It seeks to unlock and nurture scientific and technical talent across Africa. Its plan is to develop in the context of growing African economic, social, and political integration. The goal of this institute is to develop well-rounded scientists, with excellent problem-solving skills, capable of creative thinking and genuine innovation; scientists who have a strong grounding in generally applicable mathematical and computing methods]; "Université du Sahel" (UNIS), [a well established private University in Dakar, Senegal for teaching, research, and training some of the best students on the African continent, helping them become productive leaders for the future development of Africa]; several NGO's, printing companies, hundreds of educators, the PTA, teachers, students, parents and others during the successful development and implementation of this very important project confidence,.

Now that the USAID financial support of this ECSU – Senegal TLM Program is currently coming to the end, ECSU and the current ECSU-Senegal TLM Program Director must also focus on the future.

A. Documenting and preserving records of the accomplishments of the ECSU – Senegal TLM Program 2009 – 2012, including quarterly reports (Newsletters):

For the purpose of documenting the past and providing concrete evidence that may be examined by prosperity to build upon what has already been achieved, it is the recommendation and the decision of the current Program Director:

1. To provide a copy of the Final Report of the ECSU–Senegal TLMP 2009–2012:

- a. To ECSU’s Office of the Provost/ Vice Chancellor for Academic Affairs
- b. To ECSU’s Office of Sponsored Program
- c. To ECSU’s Office of Archival Records (currently on the second floor of G. R. Little Library)
- d. To USAID – Washington, DC
- e. To USAID – Senegal
- f. To Université du Sahel (UNIS)–Senegal [In the TLM Program Global Education Center]

2. To provide a complete printed set of the actual books printed:

- a. To ECSU’s Office of Archival Records (currently on the second floor of G. R. Little Library)
- b. To USAID – Washington, DC
- c. To USAID – Senegal
- d. To Université du Sahel (UNIS) – Senegal; [in the TLM Program Global Education Center]

3. To provide a complete electronic (CD’S and/or DVD’s) set of the books printed:

- a. To ECSU’s Office of Archival Records (currently on the second floor of G. R. Little Library)
- b. To USAID – Washington, DC
- c. To USAID – Senegal
- d. To Université du Sahel (UNIS) – Senegal [In the TLM Program Global Education Center]

B. Transitioning resources for future possibilities of collaboration and productivity:

In addition to archiving and preserving what has been done in the past, there were resources purchased that can be utilized for doing similar kinds of things in the future as were done by the ECSU – Senegal TLM Program in the past. The fact that current USAID policies will permit countries in Africa to contract with American universities and agencies/businesses for producing educational materials and doing teacher training makes it feasible that ECSU might be requested to do some similar projects in the future as it did under the ECSU – Senegal TLM Program in the past. What are these resources and what should happen to them?

1. The major resources are:

- a. The Global Education Center at ECSU and its furniture and equipment; located in room 112 in the Gilchrist Complex.
- b. The ECSU-Senegal Center at UNIS in Dakar and its furniture and equipment.
- c. The computing and printing equipment currently located in the ECSU - Senegal TLM Program offices on ECSU’s campus in the Gilchrist complex in rooms 242, 243, 244, and 245.

2. What should happen to these resources when the ECSU – Senegal TLM Program funds are depleted in the next few months and the Program officially ends?

- a. The Global Education Center at ECSU and its furniture and equipment; located in room 112 in the Gilchrist Complex are recommended to be placed under the supervision of the Director of ECSU's Director of ECSU's International Programs for use in appropriate international activities.
- b. The ECSU-Senegal Center at UNIS in Dakar and its furniture and equipment are recommended to be placed under the supervision of the Director (s) of UNIS' International Programs/Research Programs/ Sponsored Programs for use in appropriate international/research/educational activities.
- c. The computing and printing equipment currently located in the ECSU - Senegal TLM Program offices on ECSU's campus in the Gilchrist complex in rooms 242, 243, 244, and 245 are recommended to be appropriately divided and placed under the supervision of the Director of ECSU's Director of International Programs and ECSU's Director of Sponsored Programs for use in appropriate international activities and sponsored program activities.

3. What should be the accountability process of these resources after the ECSU – Senegal TLM Program has officially ended?

It is recommended that:

- a. An accurate inventory of all the ECSU – Senegal TLM Program resources (by categories ECSU Global Education Center, the TLMP Global Education Center at UNIS, and the computing and printing equipment in the ECSU – Senegal TLM Program offices at ECSU) be made just before the program officially ends.
- b. An accurate inventory of the distribution of the ECSU – Senegal TLM Program resources to the various programs/supervisors should be made just before the program officially ends.
- c. For the next five years, it is recommended that an annual report of the uses and conditions of the ECSU – Senegal TLM Program resources to the various programs/supervisors be submitted to the offices of ECSU Vice Chancellor of Academic Affairs and ECSU Director of Sponsored Programs and that these records are reviewed for accuracy, use and conditions as well be available for review and inspection by USAID or other appropriate agencies.
- d. At the end of five years, the ECSU – Senegal TLM Program resources distributed to the various programs/supervisors should be declared extinct (their life cycle and reporting should end) and the resources that might be left after five years should be declared permanent resources of the programs/supervisors to which they were initially distributed.

ECSU's and Senegal's Program Advisory Committees (PAC)

A. ECSU's TLMP PAC and LEADERSHIP TEAM

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- | | |
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**ECSU'S AFRICAN
STUDIES PROGRAM**

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