



USAID|SENEGAL Education Priorité Qualité

FINAL REPORT

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Education Priorité Qualité

FINAL REPORT

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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List of Acronyms and Abbreviations

BEMG	<i>Bureau de l'Enseignement Moyen Générale</i> (Bureau of Middle School Education)
BEMSG	<i>Bureau de l'Enseignement Moyen et Secondaire Générale</i> (Bureau of Middle High School Education)
BFEM	<i>Brevet de Fin d'Etudes Moyennes</i> (10th grade diploma)
CAAC	<i>Comité Académique d'Agrément et de Conseil</i>
CBO	community-based organization
CDEPS	<i>Centre départemental d'Education Populaire et Sportive</i> (Departmental Center for Education and Sport)
CE1	third grade level, primary school (Cours élémentaire 1ère année)
CEM	<i>Collège d'Enseignement Moyen</i> (middle school)
CGE	<i>Conseil de Gestion d'Etablissement</i> (School Management Committees –SMC)
CNFC	<i>Coordination Nationale de la Formation Continue</i> (National Coordination of Continuing Education)
CRETf	<i>Centre Régional d'Enseignement Technique Féminin</i> (Regional Technical Education Training Centers for Women)
CRFPE	<i>Centre Régional de Formation du Personnel de l'Education</i> (Regional Training Center)
DEMSG	<i>Direction de l'Enseignement Moyen et Secondaire Général</i> (Division of Middle and High School Education)
DFC	<i>Direction de la Formation et de la Communication</i> (Division of Training and Communication)
DRH	<i>Direction des Ressources Humaines</i> (Directorate of Human Resources)
EDB	<i>Projet Education de Base</i> (Basic Education project)
EFI	<i>Ecole de Formation des Instituteurs</i> (Training Center for Elementary Teachers)
EPQ	Projet Education Priorité Qualité
FASTEF	<i>Faculté des Sciences et Technologies de l'Education et de la Formation</i> (Faculty of Science and Technology of Education and Training)
FY	fiscal year
GOS	Government of Senegal

IA	<i>Inspection d'Académie</i> (Regional Ministry of National Education Authority)
IDEN	<i>Inspection Départementale de l'Éducation Nationale</i>
IEF	<i>Inspection de l'Éducation et de la Formation</i> (regional education inspectorate, formerly the IDEN)
IEMS	<i>Inspecteur de l'Enseignement Moyen et Secondaire</i> (Middle and High School Inspector)
IGEN	<i>Inspection Générale de l'Éducation Nationale</i> (the inspectorate which oversees education curricula)
IR	Intermediate Result
IS	<i>Inspecteur de Spécialité</i> (Inspector of Specialization)
IVS	<i>Inspecteur de Vie Scolaire</i> (Inspector of School Life)
IMF	International Monetary Fund
IYF	International Youth Foundation
LG	Local Government
M&E	monitoring and evaluation
MC	Making Cents
MEN	<i>Ministère de l'Éducation Nationale</i> (Ministry of National Education)
MOY	Ministry of Youth
NGO	nongovernmental organization
OTL	Opportunity to Learn
PAEM	<i>Projet d'Appui à l'Enseignement Moyen</i>
PE	<i>Projet d'établissement</i> (School Improvement Plan)
PMP	Performance Monitoring Plan
PPP	public-private partnership
PRF	<i>Pôle Régional de Formation</i> (Regional Teacher Training Center, later subsumed under CRFPE)
RESAFAD	<i>Réseau Africain de Formation à Distance</i> (African Network for Distance Learning)
SSA	School Self-Assessment
USAID	United States Agency for International Development

Executive Summary

The USAID/Senegal Education Priorité Qualité (USAID/EPQ) project was designed to support improvements in quality of teaching and learning in Senegalese middle schools in selected regions. USAID/Senegal's focus on middle schools stemmed from a GOS request that USAID help address the constraints confronting middle school education (Collège d'Enseignement Moyen – CEM). As the government and donors experienced success in increasing primary school enrollment rates, a bottleneck developed; students who completed sixth grade often had no opportunity to continue their basic education. The Education Priorité Qualité (USAID/EPQ) was a four-year, USAID-funded education program launched in May 2010 that ended in October 2014. It was one of two large education projects funded by USAID that were being implemented simultaneously in support of improved middle school education; the other being the Education de Base (EDB) project. EPQ's efforts to improve the quality of education were carried out through the following components/Intermediate Results:

- **IR 1:** A better educated/motivated teacher workforce that includes more female teachers, with defined career structure and peer support.
- **IR 2:** Improved school governance and management
- **IR 3:** Increased teacher/student competency in French reading and math
- **IR 4:** Expanded opportunities for youth education, community service, and employability skills

In 2011, EPQ obtained supplemental funds from USAID/Washington to implement an inclusive education add-on activity targeted at inclusion of youth with disabilities which lasted 22 months.

Results Achieved

Over the life of project, EPQ achieved most of its performance targets. Some of the key ones include the following results:

- Institutionalized performance-based standards that include teacher performance indicators
- Supported the creation of Centres Régionaux de Formation du Personnel de l'Education (CRFPE) that are now operational and use teacher professional development modules based on performance standards developed with USAID support.
- Developed, finalized, and validated in-service teacher training modules based on performance standards.
- 432,034 students benefited from teachers trained by EPQ, far exceeding the target of 272,050, despite the number of targeted regions being decreased by half.
- 3,437 teachers were trained, slightly exceeding the project target of 3,401 teachers trained.

- 68,121 students participated in French and math remedial activities, more than doubling the target of 33,104.
- 311 teachers and nongovernmental organization (NGO)/community-based organization (CBO) facilitators were trained in life skills and employability, exceeding the project's target of 270.

Results Not Achieved

There were other targets that were not achieved, due to several factors. These included:

- An increase of 15% in the number of out-of-school youth participating in remedial training. This target was not achieved because, when the project offered its remedial program to out-of-school youth during the first year, it soon realized that most out-of-school youth did not have the education level to benefit from the program (the remedial program was targeted for 7th and 8th graders). Additionally, out-of-school youth did not have the time to participate in a program that lasted several weeks, as most were very mobile, spending most of their time looking for work or doing odd jobs.
- Six CRFPEs created that provide pre- and in-service training to middle school teachers. The political and legal framework only allowed for the regional teacher training centers (CRFPEs) to provide in-service/professional development training to middle school teachers; the pre-service and certification process remained with the faculty of education (FASTEF, Faculté des Sciences et Technologies de l'Education et de la Formation) at the University of Cheikh Anta Diop, Senegal's principle university.
- Coordinated pre-service and in-service teacher training modules developed based on teacher standards and competencies. Here again the project was confronted by the fact that the CRFPEs were not given the authority to provide pre-service training to middle school teachers. EPQ, therefore, focused on developing in-service training modules based on the teacher standards.
- -15% decrease in middle school repetition rate in USAID intervention regions. In 2012, the Ministry of Education (MOE), as a result of its "Zero Redoublement" (No Repetition) campaign, no longer required schools to report on student repetition. Therefore, this information was not available. This was also the case for student drop-out: it was not required to be tracked by schools.

Cost Share

REDACTED after submission.

Lessons Learned and Recommendations

EPQ's experiences, successes and implementation challenges yielded lessons learned that may be pertinent to future experiences. This is a summary of lessons learned and recommendations that is discussed in greater length in the body of the report.

- Although the project's policy team was able to put in place the appropriate decrees and a committee to shepherd through the decentralization of teacher training delivery to the regional level, political realities made it quite impossible to effectuate that transition for pre-service education. The MOE had three ministers during its four years of implementation and the project also had to contend with the instability generated by the Presidential election.
- CRFPEs, initially conceived of by the MOE as the bodies that would provide both pre-service and in-service training to new teachers at the regional level, never achieved their full status. The pre-service teacher training remained at the university level under the Ministry of Higher Education, and the MOE was never able to muster the political will to tackle the issue. Despite these external challenges, EPQ was instrumental in operationalizing the CRFPEs and building the competency of their instructors.
- EPQ's whole school approach proved effective in implicating communities in the needs of the school and resulted in increased transparency and improved school governance.
- Creating new materials, testing them, and training teachers to use them take considerable time. Because the notion of remediation was so new to the Senegalese education system, it took considerably longer than planned to design, develop, test, and finalize the remediation materials. The project then had to train teachers to use them in the remedial program that was to be implemented at the school level. Since the program was designed to start in the beginning of the academic year, this also played into the timeframe of when the program was actually able to start. Thus, although the materials were finalized by April/May of the calendar year, schools could not use them until the beginning of the academic year, in October (although some schools did use them in August and September of that same year during summer camps)
- Senegal has a nascent youth and employment sector. It requires wider participation by crucial groups such as NGOs, civil society organizations (CSOs), and other groups that can deliver programs.
- Senegal's inclusive education law has yet to be ratified. The challenges for this area of work include a lack of specialists that can provide viable diagnoses and a lack of special education teachers in the country. These systemic shortages are compounded by the unwillingness or inability of families to pay for an education that they view as useless for their handicapped children.
- Having offices in the ministry at the national and regional levels was a very effective strategy for maintaining continued vigorous relationships with the multiple directorates and offices that were EPQ's partners.

- Although the MOE was EPQ's major partner, certain elements of the work required working with other ministries, such as working with the Ministry of Youth (MOY) (for Component 4) and the Ministry of Higher Education (as related to teacher recruitment and assignment). The preponderance of ministry partners led to a lack of accountability by all and brought into play political agendas that made it very difficult to move forward on policy change efforts.
- Two USAID-funded projects, USAID/EPQ and USAID/EDB, were both implementing projects in the same middle schools in the same regions. Although senior staff from both projects met often to ensure that implementation of activities under each project would complement the activities of the other, both projects needed to build the capacity and use the human resources of the MOE. This created fatigue with ministry staff and sometimes led to confusion on their part since they had to deal with different USAID/Senegal projects that targeted the same educational level.

Introduction

The USAID Education Priorité Qualité (USAID/EPQ) project was designed to support improvements in quality of teaching and learning in Senegalese middle schools in selected regions. USAID/Senegal's focus on middle schools stemmed from a Government of Senegal (GOS) request that USAID help address the constraints confronting middle school education. As the government and donors experienced success in increasing primary school enrollment rates, a bottleneck developed; students who completed sixth grade often had no opportunity to continue their basic education. The Education Priorité Qualité (USAID/EPQ) was a four-year, USAID-funded education program launched in May 2010 that ended in October 2014. It was one of the two large education projects funded by USAID that were being implemented simultaneously in support of improved middle school education; the other being the Education de Base (EDB) project. EPQ's efforts to improve the quality of education were carried out through the following components:

- Outcome 1: A better educated/motivated teacher workforce, that includes more women teachers, with defined career paths and peer support
- Outcome 2: Improved school governance and management
- Outcome 3: Increased teacher/student competency in French reading and math
- Outcome 4: Expanded opportunities for youth education, community service, and employment

In 2011, EPQ obtained supplemental funds from USAID/DC to implement an inclusive education add-on activity targeted at inclusion of youth with disabilities.

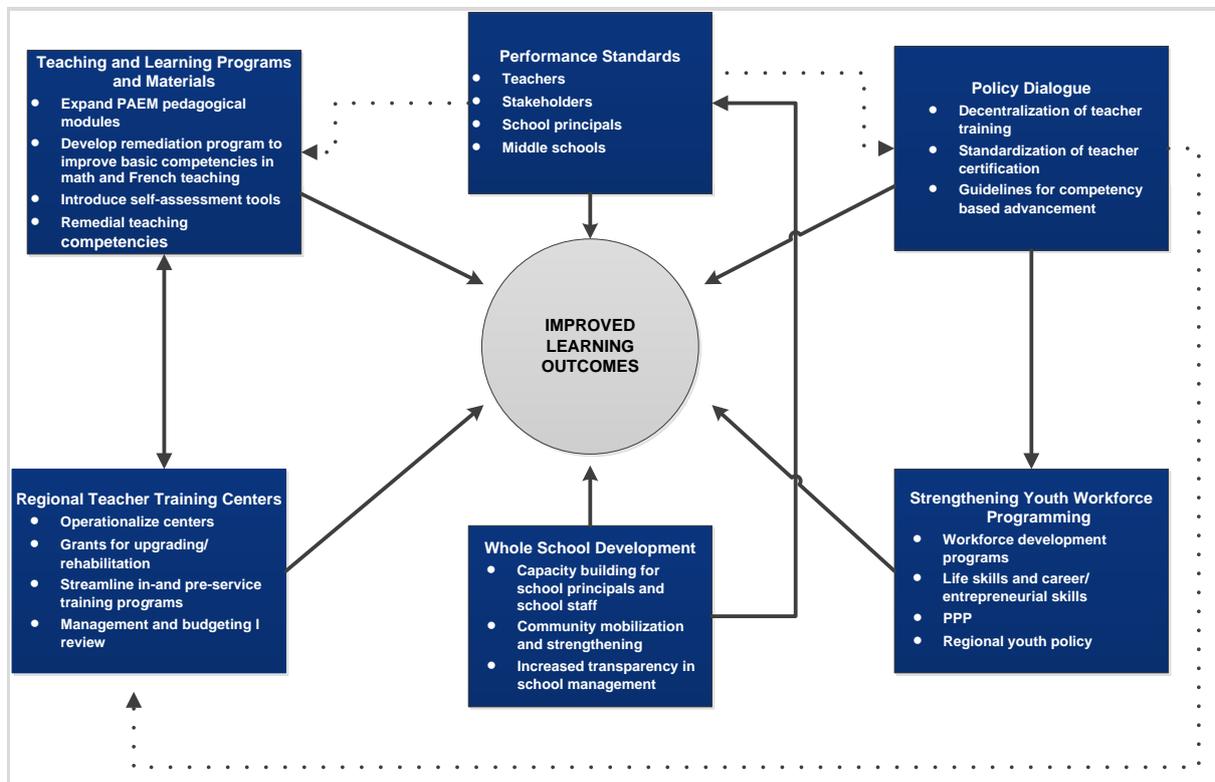
EPQ's Background and Context

RTI International, the prime implementer of the project, conceptualized EPQ as a systemic approach to improving learning through improved teacher training and teacher professional development, improved school governance, and the introduction and development of remediation programs to improve basic math and French competencies. The project was designed to build on and leverage preceding US Government (USG) investments in middle school expansion, specifically the seven-year *Projet d'Appui à l'Enseignement Moyen (PAEM)* project that was implemented in the same regions from 2003 to 2010. EPQ's role, to some degree, was to further expand the guidelines and policies developed under PAEM, and to expand the focus from education access to overall improvement in the quality of education.

EPQ was initially meant to implement in eight regions. In the first two years of the project, the geographic foci were Fatick, Tambacounda, Kédougou, Kolda, Sédhiou and Ziguinchor, with planned expansion into Diourbel and Kaolack in the third year of EPQ's implementation. However, in 2013, USAID/Senegal asked EPQ to close out activities in Fatick and Tambacounda, and not expand to Diourbel and Kaolack. To better align with the USAID education strategy, the project was asked to focus its activities for the final year of the project in the conflict/fragile regions of Senegal. The

Fatick and Tambacounda offices were closed in July/August 2013, although EPQ continued to support the rehabilitation of the Tambacounda regional teacher training center (CRFPE), and all project activities were focused in the fragile/conflict regions of Ziguinchor, Sédhiou, Kolda, and Kédougou.

Figure 1. EPQ Results Framework



The project’s overarching goal was to improve learning outcomes of middle schools in the target regions, through decentralizing teacher training, developing teacher performance standards, initiating policy reform dialogue, introducing a whole school approach, improving teaching and learning materials, particularly for math and French, and strengthening youth programs. Programmatic objectives were to:

- Operationalize eight regional teacher training centers (Centre Régional de Formation du Personnel de l’Education – CRFPE) and rehabilitate those that needed it. Simultaneously, EPQ would build the CRFPs’ capacity for management and governance and improve the pedagogical and technical knowledge of its teaching staff through training programs. When the project’s geographical presence was scaled down from eight to four regions, the number of targeted CRFPs was decreased accordingly, although, as mentioned, the project continued its rehabilitation activities of the Tambacounda CRFPE.
- Collaborate with the MOE, its relevant Directorates and the Faculté des Sciences et Technologies de l’Education et de la Formation (FASTEF) on promoting and institutionalizing teacher performance standards in teacher professional development programs. This collaboration was also expected to

support decentralization of pre-service and in-service teacher training to the regional-level CRFPEs.

- Improve school governance and transparent management by strengthening the capacity of middle school principals (CEs) and other key school administrators to better and more transparently manage and govern their schools; and to strengthen the capacity of school management committees (CGE – Comité de Gestion d’Etablissement) to contribute to transparent and effective management of schools’ resources. This involved training middle school (CEM) school principals and CGE members.
- Introduce remediation for improved basic competency in French and math as a program with tools that can be used to improve learning outcomes. The project’s aim was to reach 33,104 middle school students with the remedial program.
- Implement a pilot program of employability and life skills training and math and French remediation for in- and out-of-school youth.

The project did experience some disruptions and a good bit of delay due to two external events that occurred during the 2011–2012 academic year. Teachers went on strike and stayed on strike from the fall of 2011 until the spring of 2012, causing Senegalese children to miss almost six months of the school year. The Ministère de l’Education Nationale (MOE, Ministry of Education) extended the school year until August 2012 to compensate for some of the lost time. Despite the longer school year, the school closures resulting from the strikes led to extensive delays in implementing activities at the school level, such as the remedial program, CGE training and data collection for monitoring. The second event that also had a negative impact, albeit a lesser one than the teacher strikes, was the Presidential election process in late 2011 through the first quarter of 2012. The election period created an insecure and tense environment throughout the country, especially in the fragile zones where the project was implementing its activities.

Project Partners at the MOE and Other Ministries

EPQ worked in collaboration with the MOE to implement activities under Components 1, 2, and 3 while also collaborating with Ministry of Youth (MOY) to implement activities under Component 4. Within the MOE, EPQ had multiple partners at both the central and regional levels. Building the capacity of EPQ partners, particularly those at the regional and local levels, was part of the project’s programmatic effort to improve the quality of education in middle schools. The following is an effort to outline the roles and responsibilities of EPQ’s different partners within the two ministries. At the central level of the MOE, EPQ’s worked closely with the:

- **Direction de l’Enseignement Moyen et Secondaire Général – DEMSG** (Division of Middle and Secondary Education): The DEMSG was EPQ’s main MOE counterpart during the life of the project. The DEMSG is a pedagogical directorate responsible for overseeing management of the middle and

secondary school systems student and system performance and curricula policy. They are under the purview of the Secretary General of the MOE.

- **Réseau Africain de Formation à Distance – RESAFAD** (African Network for Distance Learning): This network is ostensibly responsible for the MOE’s distance education programs, but, in fact, is more focused on online access to exam results, MOE decrees and documents, and other general information to be communicated to the public. It is under the purview of the DEMSG.
- **Direction de la Formation et de la Communication – DFC** (Division of Training and Communication): This division is responsible for all training and communication at the central level, including pre-service and in-service training. The DFC oversees and manages Senegal’s 15 functioning CRFPEs. EPQ’s extensive work with the CRFPE meant a close collaborative relationship with the DFC. However, it is to be noted that although the MOE had responsibility to provide pre-service teacher training to elementary school teachers, the FASTEf, which falls under the Ministry of Higher Education, had the responsibility of providing pre-service teacher training and certification to middle and high school teachers. Creating the DFC division within the MOE, some of whose responsibilities directly overlapped with those of FASTEf in the Ministry of Higher Education, created numerous challenges as the project tried to work in the area of middle school teacher pre-service and in-service teacher training.
- **Direction des Ressources Humaines – DRH** (Division of Human Resources): This division is responsible for the movement and reassignment of teachers that are already in the system. The DRH was instrumental in integrating special incentives to attract female teachers and setting aside quotas for women teachers and managers at the central, regional, and school levels.
- **Direction de la Planification et de la Reform d’Education – DPRE**: This division coordinates implementation of MOE policies and programs among its divisions and also monitors policy implementation. The DPRE’s responsibility extends to coordinating policy issues between the MOE and the Ministry of Higher Education, as well as other ministries.
- **Inspection Générale de l’Education Nationale – IGEN** (Inspector General of Education): This office is responsible for developing, monitoring, and evaluating curricula for the education system. They report to the Cabinet of the Minister.

At the regional level, EPQ either established or built upon pre-existing relationships with multiple actors. EPQ’s role was to work with them to implement project activities at the school level, but in many instances, the project’s task was also to build their capacity in terms of remediation education, teacher performance standards, and teacher supervision. At the regional and departmental levels, EPQ worked with the:

- **Inspection d’Académie – IA** (regional education arm of the MOE): IAs are the service delivery branch of the MOE at the regional level. Each region in

the Senegal has an IA which is in charge of implementing education policies, housing the inspection service for the education system, and collecting information and data from schools and moving them up to the central level. IAs have a group of Inspecteurs de l'Enseignement Moyen et Secondaire (IEMS), that fall into two categories: Inspecteurs de Vie Scolaire (IVS) who are in charge of facilitating the relationship and managing the link between the IA and middle schools in that region, and Inspecteur de Spécialité (IS) who cover pedagogic matters. However, since there are an insufficient number of IVSs, and ISs, most schools do not really benefit from sufficient or appropriate supervision and inspection support. In fact, the ISs can only be found in the IAs of Dakar, Kaolack, San Luis, Thiès, and Ziguinchor, although they do have a mandate to supervise schools in their neighboring regions.

- **Inspection de l'Education et la Formation – IEF** (previously IDEN): IEFs are found within IAs and are responsible for sub-regions, or departments, within the region. Each region is divided into either three or four IEFs. The inspection function for the middle school level is housed within IEFs and they are also responsible for coordinating IA's educational activities and providing supervision and control over teachers and schools.
- **Bureau de l'Enseignement Moyen Générale – BEMG**: This is the agency within the IEF that manages the relationship between the IEF and elementary and middle schools. It collects data from schools each year on school needs in terms of teachers, student enrollment, and equipment as well as other relevant information, and then communicates the data to the BEMSG.
- **Bureau de l'Enseignement Moyen et Secondaire Générale – BEMSG**: Also located in the IAs, the BEMSG analyzes the data and information that the BEMG reports, adds on data for the secondary level, and then reports it all up to the IA.

In addition to directorates and offices of the MOE, for its pilot youth component, which was implemented from 2010–2012 in the regions of Ziguinchor, Sédhiou, Kolda, and Kédougou, EPQ worked with middle schools as well as various structures under the MOY and Ministry of Vocational and Technical Education. The project also worked with NGOs and CBOs in those regions that offered youth employability and skills training. The project trained trainers in the regional vocational training centers for women, which fall under the Ministry of Vocational and Technical Education. The project focused its efforts on providing training to technical staff in the organizations on life skills and employability so that they could provide training to in-and out-of-school youth. Grants were provided to the schools and organizations to support the training activities. Some of the decentralized ministry organizations included:

- **Centre départemental d'Education Populaire et Sportive – CDDEPS** (Departmental Center for Education and Sport): CDEPS are the MOY's equivalent of IEFs, with an oversight and inspection function in terms of youth-targeted activities.
- **Centre Régional de l'Enseignement Technique Féminin – CRETF** (Regional Technical Education Training Centers for Women): This is a

regional/local-level vocational and technical education delivery entity that is dedicated to training females in skills that would allow them to enter the workforce. These skills fall within the usual traditional female occupations such as sewing, cooking, etc. The CRETf falls under the Ministry of Vocational and Technical Education.

Description of Performance by Component

Component/Intermediate Result 1: A Better Educated/Motivated Teacher Workforce That Includes More Female Teachers, With Defined Career Structure and Peer Support

- SIR1.1: Improved and increased options for delivery of pre- and in-service teacher training
- SIR1.2: Increased linkages between pre-service and in-service teacher education curricula and systems for assessing teacher performance
- SIR 1.3: Career structure linked to teacher seniority, training, and performance to clear paths for advancement and incentives

EPQ's policy support component was designed to foster an enabling environment for the decentralization and diversification of pre- and in-service teacher professional development. This included:

- a. Working with the MOE to ensure that CRFPEs are able to provide both in- and pre-service training such that new teachers as well as *vacataires* and contractual teachers (the latter two types being uncertified teachers) are trained to certain standards; teacher performance-based standards, partially developed under PAEM, are finalized, vetted nationally and regionally, and validated by the MOE; and the number of women student-teachers enrolled in pre-service teacher programs in EPQ targeted regions is increased.
- b. Creating CRFPEs in EPQ target regions to become centers for pre- and in-service teacher training by rehabilitating existing structures; providing training of trainers (TOT) to CRPFE staff to build their technical capacity; introducing distance learning programs to help improve the competencies of teachers in the system; and graduating certified new teachers that are trained according to the teacher performance-based standards.

Life of Program Achieved Results¹

- *Developed, finalized, and institutionalized teacher performance-based standards that include performance indicators.* The standards were finalized, tested, validated, and institutionalized by October 2011.
- *8 CRFPEs are operational and use teacher professional development modules based on performance standards.* By the end of the project, there were 9 CRFPEs were using professional development modules based on performance standards, and all 14 CRFPEs in the country had the capacity to do so (their

¹ Targets are noted in italics. The targets can be found in the 2010 USAID-approved project Performance Monitoring Plan (PMP) which is attached as Annex V.

trainers had been trained and guides and learning materials had been provided to them).

- *25% above baseline of teachers in supported regions who have appropriate training.* By the end of EPQ, there had been an increase of 26% above baseline.
- *25% increase above baseline of middle school teachers entering the profession having participated in appropriate pre-service training.* In fact, in the last two years of the project, the MOE only recruited certified teachers, so currently this is at 100%.
- *25% increase in female teachers in USAID/EPQ supported regions.* Through activities with the MOE's Human Resources Division and community mobilization efforts, there was an overall increase of 26% of female teachers in the supported regions.
- *In-service teacher training modules based on performance standards are developed.* Although the project was not able to develop pre-service teacher training modulus based on performance standards, in-service teacher training modules were developed based on the standards.

Life of Program Targets Not Achieved

- *8 CRFPEs created that provide pre- and in-service training to middle school teachers.* This target was only partially met because the CRFPEs were not given legal authority to provide pre-service training to middle school teachers. They are, however, providing in-service training to the teachers.
- *25% increase of female middle school teachers enrolled in CRFPEs.* This was also not achieved because CRFPEs do not enroll middle school teacher trainees. They provide no pre-service training to middle school teachers, but only in-service training, which does not require long-term enrollment to the CRFPE.
- *Coordinated pre-service and in-service teacher training modules developed based on teacher standards and competencies.* This target was also only partially met. Here again, because the CRFPEs do not provide pre-service teacher training, the project focused its efforts on developing professional development/in-service teacher training modules that included the teacher standards.
- *8 Academic Inspectorates (IAs, the regional arm of the MOE) recruiting and assigning teachers based on a performance-based standards policy.* This target was not met because teacher recruitment is carried out at the national level, not the regional level.

Component 1 Activities

To achieve project targets for Component 1, EPQ focused its activities on helping the MOE develop policy reforms for the diversification of teacher training; establishing and operationalizing CRFPEs, including contributing to the presidential decree that created the structures, and rehabilitating buildings that were designated to be

CRFPEs; institutionalizing teacher performance standards; developing teacher recruitment policies and guidelines; and increasing the number of female teachers.

Policy Reforms for Diversification of Delivery of Teacher Training

As part of its task to diversify delivery of pre- and in-service teacher training, EPQ put in place viable options for teacher preparation and teacher professional development. EPQ cemented strong working relationships with the DEMSG, DFC, DRH, and DPRE at the national level and the IAs and their implicated departments at the regional levels. The intense collaborative efforts yielded the Steering Committee on the Decentralization of Education that resulted in Ministerial decrees essential for successful diversification of teacher training delivery. The first decree, signed in 2011, created the CRFPEs, basically unifying the elementary teacher training centers (EFI) and the regional centers that supported middle school teachers (PRF) into one entity that was to train elementary and middle school teachers (the CRFPEs).

There was immediate push-back from the Faculty of Education (FASTEF) at the University of Cheikh Anta Diop in Dakar that challenged the decree, stating that it could not overrule the law that had been signed in 2008 which gave FASTEF all responsibility for pre-service training and certification of middle and high school teachers. It was tacitly agreed that CRFPEs trainers would not be able to provide pre-service training to middle school teachers, as trainers in those centers did not have the same qualifications as the professors in FASTEF. However, other universities in the country with faculties of education stepped up, stating that FASTEF should not have the monopoly on pre-service teacher training; that other universities, in fact, had faculties of education which could provide the same training. Thus, in the fall of 2011, the University of Gaston Berger (UGB) in St. Louis, with facilitation from EPQ, signed a partnership agreement with the MOE to provide pre-service teacher training. Bambei University in Louga followed suit shortly thereafter. In both cases, the universities provided the professors who went to the CRFPE sites to provide the training, and the MOE, through a somewhat complicated procedure that involved the Ministry of Higher Education and universities, provided scholarships to the student teachers to cover the costs of food, lodging, transportation, and school supplies. The first cohort of student teachers was accepted into the two universities, and in May 2013, 214 new teachers graduated. The MOE, despite a hiring freeze, made a commitment to hiring the newly-graduated teachers. There were no subsequent student teachers accepted into the two universities, however, as teacher recruitment was moved to the Ministry of Civil Service (Ministère de la Fonction Publique), which stipulated that only teachers graduated and certified by the FASTEF would be recruited into the civil service.

In fact, both universities had to drop the program, and FASTEF maintained its intractable hold on pre-service training and new teacher certification. Nonetheless, where the FASTEF used to graduate a few hundred new teachers eligible to be hired by the MOE, it quickly moved to expand its programs, including its distance education program that provides certification training to *contractuels* and *vacataires* (teachers who are already hired and are teaching, but not yet certified), to better meet the MOE's annual needs. One could argue that, despite being able to retain their

singular role in new teacher certification, the pressure they were subjected to through EPQ's efforts led them to respond to actual system needs. Although the efficacy of the pre-service training they provide may be debatable, the fact is that over the past two years, FASTEF has certified many teachers who had been hired without certification, and now only certified teachers are hired by the MOE.

Another decree institutionalized the Teacher Performance Standards (developed with USAID funding under PAEM and then finalized and validated under EPQ).

Still another crucial decree, signed in May, 2012, outlined the institutional framework for the new CRFPEs, including their administrative and management structures. The decree addressed the roles and responsibilities of professional staff; organization and functioning of the departments; regulations governing matriculated students; and the duration of training programs.

Institutionalizing Teacher Performance Standards

EPQ supported the development and tested of the teacher performance standards that include teacher performance indicators. The MOE validated the finalized teacher performance standards and integrated them into in-service professional development programs. The same cannot be said for pre-service training, where the FASTEF has been recalcitrant in having their curriculum reviewed and revised. EPQ developed a professional development module based on the standards –

Introduction to teacher performance standards – that has been part and parcel of all the capacity training activities for the CRFPE trainers. In addition, EPQ, in partnership with the MOE's Division of Training and Communication (DFC), integrated the performance standards into the principle in-service/professional

development training modules developed by PAEM and EDB: Lesson planning; Classroom management and pedagogic approaches; Learning assessment; and Gender considerations in lessons and teaching. The modules are now with RESAFAD (the African Network for Distance Learning, which manages some of the ministry's web-based materials) and are to be uploaded onto the MOE's online portal.

Operationalizing CRFPEs

Operationalizing CRPFES involved many key elements. The first involved establishing them as entities. EPQ, as noted above, worked with the MOE, helping the DFC draft the decree that brought them into existence. Following that, the project worked with the DFC to draft legal documents that detailed the organizational structure of the CRFPEs, and then focused on making them operational: building their capacity by developing tools (such as teacher observation tools); training CRFPE



Minister of Education Mr. Kalidou Diallo validating teacher performance standards in the presence of USAID GDO Ms. Melissa Knight; October, 2011

personnel; purchasing needed equipment; and providing needed repairs on existing buildings (the CRFPEs are based in the original elementary teacher training centers, or EFIs).

Building the Capacity of CRFPEs

EPQ has been the key actor in operationalizing the CRFPEs in Senegal. The project provided extensive training – at the regional level – to put in place a cadre of well-trained trainers able to promulgate the training program developed by EPQ for teacher professional development. The cadre consisted of CRFPE instructors, inspectors, gender specialists, departmental MOE staff members (BEMSG, IEF), and school principals in all the targeted regions. The training programs focused on French and math remediation delivery; school self-assessment; developing and implementing school improvement plans; gender integration; and teacher performance standards, together with the classroom observation grid tool. EPQ's strategy for building/strengthening technical competencies in CRFPEs also involved using CRFPE instructors and IA inspectors to conduct classroom observations on the remedial programs. At the regional level, EPQ also supported the Academic Inspectorate Advisory Councils (CAACs) in identifying the activities in school improvement plans that would support an increase in Opportunities to Learn (OTL) indicators. EPQ also developed and put in a place a system whereby the CAAC that reviewed and approved the school improvement plans (PAQs) would pass along the teacher training needs identified in the plans to the CRFPEs. The CRFPEs, in turn, would organize a calendar of in-service teacher training to address the needs expressed by middle schools in their respective regions.



More than 3,300 teachers were trained during the project, on such subjects as remediation, school self-assessments, classroom management, pedagogy, lesson planning, etc.

To expand the impact of the program and to ensure sustainability, in the spring and summer of 2014, EPQ trained trainers in all the non-project regions in Senegal. As a result, all CRFPEs in the country have the capacity to provide in-service/teacher professional development through the available CRFPE structure. As with the EPQ regions, the trainers included CRFPE instructors, inspectors, gender specialists, and departmental MOE staff members. The training carried out in the EPQ regions was

replicated in the rest of the country, including training in remediation, school self-assessments, school improvement plans, teacher performance standards, gender integration, and the teacher observation tool.

Rehabilitating CRFPE Infrastructure

For this activity, a package of \$100K per CRFPE (for a total of \$800K for the original eight CRFPEs over the life of the Agreement) was budgeted. Following the decree that established the CRFPEs, the project carried out a feasibility study that found it was not necessary to have a separate CRFPE in each region of the country, although each region, predictably, expressed a desire to have a stand-alone CRFPE. In a few regions, there were specific constraints that precluded EPQ support for improved infrastructure. In Kédougou and Sédhiou, both newly created administrative regions at the start of EPQ, the MOE had not (and by project's conclusion still had not) been able to purchase or appropriate the land needed to build the CRFPEs in those regions. In Fatick, JICA (the Japanese development agency) decided to build a brand new CRFPE in the region, which made EPQ support for infrastructure upgrades unnecessary. In the region of Ziguinchor, an EFI existed which could have been turned into a CRFPE, but there was discussion on building a new center, as well as having pre-service training for middle school teachers be provided by the faculty of education at the University of Ziguinchor. The project offered to help build the new center, but consensus on the new model for the CRFPE took more than a year. The MOE finally decided on a model that cost more than \$3,000,000, significantly above the \$100,000 that EPQ had budgeted for each CRFPE. In the end, of the six regional training centers, only Tambacounda and Kolda had buildings that could be rehabilitated by the project. Thus, repairs were undertaken in those two CRFPEs, although equipment and training were provided to all of them.

The repairs and construction activities in Tambacounda and Kolda took longer than planned, for several reasons. First was the delay in getting the Environmental Monitoring and Mitigation Plan (EMMP) plan approved by USAID. The original Agreement had provided exemption to the project, but, with needed repairs to buildings to be undertaken, an EMMP was required. Delays during repairs and construction also took place as a result of weather, as well as several instances where work in one of the CRFPEs had to be redone due to failure to pass inspection by the monitoring engineer. Work on the two CRFPEs was completed in late spring/early summer 2014, and the newly repaired buildings were inaugurated by USAID in August 2014. The work and equipment in the two CRFPEs included:

- In Kolda, the project repaired the large refectory/multi-purpose auditorium (that can even be rented out for functions) and constructed new sanitation facilities. EPQ equipped Kolda's CRFPE with desktop computers, a large photocopier, chairs for the auditorium, video projectors, and a sophisticated audio system for the large hall.
- In Tambacounda, EPQ funding rehabilitated an administrative building, the professors' lounge, the library, an information technology (IT) room, five classrooms, and sanitation facilities. EPQ equipped the Tambacounda CRFPE with 10 desktop computers, a photocopying machine, over 150 student desk-chairs, video projectors, and audio equipment.

For sustainability purposes, EPQ tried to build annual maintenance funds into the CRFPEs budget. Unfortunately, this type of budgeting is carried out at the central

level, disallowing any flexibility at the local level to properly maintain buildings and institutions. Instead, the project worked with the CRFPEs to see how they could rent out the newly-repaired buildings for conferences and other events, to obtain money that could be put toward maintenance and upkeep.

Distance Education

As part of its efforts to diversify delivery of teacher training, EPQ conducted a situational analysis of distance learning opportunities that identified existing distance learning programs. Unfortunately, the project's partner in this area, the DFC, simply could not obtain a consensus within the MOE on what type of distance education programs or systems the CRFPEs should offer. Despite extensive efforts to move them along in this area, it was quite difficult for EPQ to achieve any resolution on distance education. At the same time, the education sector experienced a sudden proliferation of distance learning programs that automatically diversified teacher training delivery systems and, thus, lessened the need for EPQ to intervene in this area. EDB and UNESCO developed online learning platforms and the FASTEF strengthened and broadened its distance education programs for pre-service teacher to the point where they certified graduates of the online program.

Increasing the Percentage of Female Teachers in Target Regions

EPQ, working closely with the MOE's human resource division (DRH), addressed the lack of female teachers in middle schools through a variety of policy changes. EPQ, in collaboration with the gender units within the MOE, developed two reference guides: *Guide de bonnes pratiques des cellules genre* and the *Guide pratique pour le sous-secteur du moyen – Dimension genre : facteur clé d'une éducation de qualité*. EPQ identified the training needs of gender focal points in the six EPQ regions at the regional/IA and departmental/IDEN levels and then developed the *Guide de bonnes pratiques des cellules genre* as a training guide for these decision-makers. The three-day training workshop built their capacity on gender mainstreaming and bolstered their ability to carry out their advocacy role. EPQ and MOE gender specialists also developed a packet of minimum services and incentives that would increase recruitment and retention of female teachers and increase the number of women in management positions in the education system.



As a result of project interventions, the MOE recruited and certified 26% more female middle school teachers.

In general, teacher assignments and transfers in the MOE tend to be biased against women. So, EPQ worked closely with the DRH to carry out the *Etude portant sur l'intégration de la dimension genre et de la dimension sociale dans le guide du mouvement national du personnel de l'enseignement*. The study's findings and recommendations were studied by the DRH's Strategic Advisory Committee. A progressive policy change was drafted into the MOE's *Guide de Mouvement* (the guide

for teacher placement and transfer), allocating a percentage of open positions each year, across levels of responsibility, to women only. An additional policy proviso gave female teachers five points toward their bonus if they requested a promotion to school director or school supervisor. Although actual compliance with this quota system requires enforcement, the integration of these policy changes into the *Guide de Mouvement* is the MOE's first big step toward redressing discriminatory practices against female teachers and administrators.

To encourage female applicants and to encourage girls to stay in school, EPQ established female teacher networks in the IEFs of targeted regions. These networks bring together female teachers to discuss issues, solve problems, and support each other in the rural areas. The Kédougou IA established a Regional Strategic Orientation Committee to coach the network's members and provide strategic direction to increase the retention and promotion of women teachers in rural areas. Female teacher networks have also been established in Ziguinchor, Sédhiou, and Kolda.

Activities to increase female teachers had an impact: by the end of the project, there was an increase of 26% of female teachers in the project regions.

Component 1 Outcomes and Challenges

As with any policy component, much of the success lies in the political will of the host government to effectuate reform. For this component, there was the added challenge of having to work with two ministries, the Ministry of Education, and the Ministry of Higher Education, with regards to any reform in middle school teacher training. Nonetheless, the project was able to help the MOE decentralize its teacher training, at least for in-service teacher training, and helped operationalize the regional teacher training centers. Helping draft decrees and other legal documents, the project assisted the ministry to establish the CRFPEs, design their institutional framework, and, through training of trainers, build their capacity to provide professional development training to the teachers. As already mentioned, FASTEF insisted on maintaining their role as the sole provider of pre-service training and certification for middle school teachers, but the threat of having this role taken from them made them increase their training and certification of un-certified teachers. As a result, almost all un-certified teachers are now certified, and the MOE currently recruits only certified ones. In addition, a new decree has given power to other faculties of education at Senegalese universities to offer pre-service teacher training.

The project also contributed to the system by finalizing, testing, and institutionalizing teacher performance standards. The standards, which had been drafted by the previous USAID-funded education project (PAEM), had been left in draft form. EPQ was able to help the MOE revise, test, validate, and institutionalize the standards. In order to make actors in the system aware of these standards, the project developed a training guide on the standards, and trained CRFPE trainers on the standards. The project also led a community communication campaign, so that local school staff, parents, students, and other stakeholders were aware of the standards. The standards were then integrated into professional development training modules, and also used to develop a

teacher observation grid based on teacher performance standards. This grid, which is the first of its kind in Senegal, allows for uniformity in the system. Whereas inspectors earlier used individual methods and procedures to observe teachers, they now have a uniform method to do so.

The project had considerable success working with the human resources division, tackling the issue of the dearth of female teachers in the system. Working with a group within the ministry, the project carried out a number of studies on the issue, developed a module for gender integration throughout all ministry levels, and helped draft and pass incentives for women to choose teaching as a career. Not only are there set-asides now for female candidates, but there is also a bonus offered to female teachers who are willing to be posted to rural schools. EPQ then trained regional gender specialists and established female teacher networks in the project regions. The project was able to achieve the 26% increase in female teachers in the project regions.

Component/Intermediate Result 2: Improved School Governance and Management

- SIR 2.1: Whole school structures supported to improve opportunities to learn, school performance, and governance
- SIR 2.2: Enhanced opportunities for staff professional development in schools
- SIR 2.3: School-based performance management systems strengthened and made transparent

This component was predicated on the whole school approach, building on the notion that the school and its stakeholders are best positioned to know what the school needs to become a better institution of learning and to provide a better learning environment for girls and boys. The articulation and execution of those needs, given particular resources, was the question addressed through the component's activities.

USAID/Senegal included this component to address weaknesses on the school management side. The Comités de Gestion de l'Etablissement (CGEs), school-level management committees with legal authority from the GOS, were unaware of the scope of their roles and responsibilities and were only marginally operational before EPQ's interventions.

Life of Program Achieved Results

- *324 supported middle schools that implement at least 50% of their school development/improvement plans (PAQ).* The project slightly surpassed this target, with a total of 332 schools implementing at least 50% of their PAQs.
- *324 schools that report increases of key OTL baseline measures, as reported in their School Report Card (BPC).* This target was achieved.
- *90% of target CGEs implemented that hold community forums to discuss school performance and plans based on school-gathered data.* The project achieved 97% (324 of the 341 supported CGEs).

Life of Program Targets Not Achieved

- *360 school governance structures (CGEs) supported.* Because the project never implemented in the 8 regions originally planned (due to required alignment with the new USAID education strategy), the project only supported 341 CGEs in 6 regions of the country.
- *360 school administrators and officials trained.* Here, too, because the project only supported 341 schools, there were only 341 school administrators trained.

Component 2 Activities

Interventions under Component 2 contributed to improved learning outcomes by improving the school's learning environment. This was done using a Whole School Approach, which involved school personnel, students, and the respective communities. Activities included: a) building the capacity of CGEs so that they are able to do their job; b) carrying out school self-assessments (SSA/AEC) to identify areas that needed improvement; c) developing and implementing a school improvement plan (PAQ); d) improving school leadership and pedagogic management; and e) establishing systems at the school level for better monitoring and reporting on OTL indicators. Within that framework, EPQ:

- Developed a culture of assessment and accountability through the use of school self-assessments that looked at school goals such as learning outcomes (math and French), teacher quality and professional development, and school minimum standards for basic infrastructure and equipment.
- Ensured that communities, parents and students have a voice in the decision-making process and are able to contribute to school improvements and hold the school accountable for the performance of its students.
- Awarded grants to schools to implement elements of their school improvement plans (PAQs).
- Enhanced school leadership and pedagogic management through training school principals to strengthen their management, educational and evaluation skills, refining and finalizing and facilitating school-based opportunities for teacher professional development.

Training CGEs to Carry Out SSAs and Implement PAQs

EPQ systematically involved school communities, school staff, and CGEs in increasing transparency and accountability of the school's human and financial resources. The project supported the training of departmental level IVSs and used them in turn to train school-level CGEs to carry out School Self-Assessments, or Auto-evaluation de college (SSA/AEC). The process also entailed training principals on how to carry out a community forum, which provided parents and other community members the opportunity to discuss school results, and identify areas of improvement. The CGEs were then trained in how to develop, implement, and monitor school improvement plans over an academic year. To facilitate this process, the project issued small fixed obligation grants to schools, to enable them to implement activities in their improvement plans that contributed to an increase in

OTL indicators. EPQ was very successful in achieving and exceeding its targets under this component. However, almost more important than the numbers achieved, is the story of how communities and the CGEs responded to the support and tools provided by EPQ, becoming real partners in improving the learning environment.

97% of the schools supported by EPQ implemented at least 50% of their plans. Some of the targeted schools implemented 70%, 80%, and even up to 90% of their school improvement plans. Of the 260 school CGEs supported by EPQ in 2013–2014, 231 schools had increased their OTL baseline measures as evidenced by the “Bulletin de Performance” (BPC – School Report Cards).²

EPQ staff observed increased ownership and participation by communities as a result of community forums and the PAQ development and implementation

process. Parents and school communities found their voice and became active participants in the decision-making process. At the same time, school principals and teachers, although at first leery of the community forums, found they could achieve real improvements in the learning and infrastructure conditions of their schools.

As a result of training on SSAs and PAQs provided by EPQ, communities became active partners in their respective schools:

- In the commune of Thiara in Kolda, the community shared the cost of enclosing the school yard with a bamboo fence.
- In the commune of Lyndian 2 in Ziguinchor, the community, recognizing the value of the remediation program, paid for the construction of an entire classroom dedicated solely to remediation.
- In the Ndiosomone commune in Fatick, community members purchased the needed pipes, dug the ditches, and laid down the pipes in order to connect their school to a water source.
- In the Koulor commune in Tambacounda, the community provided a field to the school where students and community members are growing vegetables. Proceeds from the sale of the vegetables go to school improvement activities.

Improving School Leadership and Pedagogic Management



Community forums were held to discuss school performance and develop school improvement plans.

Through training modules and visits by inspectors and CRFPE personnel, the project improved school principals’ ability to provide leadership and management. The school principals were trained on facilitating the SSA process, and how to hold effective community forums to discuss school performance. They were then trained on how to guide the development and implementation of the school improvement plans. For the remediation programs in French and

math, principals received training in how best to develop teaching schedules to maximize hours owed by the teachers, and how to monitor and report on the remedial program progress. Additionally, principals from schools who participated in the youth life skills and employability program were trained to provide coaching to the trainers.

² It is to be noted that OTL indicators for a given school year were not available until the school carried out its SSA early in the following school year where the SSA process included a resume of the previous year’s data.

Establishing systems to report on OTL indicators

In order to effectively review school performance and develop a school improvement plan, schools needed to be able to know how they were doing, particularly in regard to increasing the OTL indicators. In order to do this, EPQ, together with a group of experts from the MOE, developed a School Report Card (BPC). Principals and CGE members were trained on how to complete the BPC annually, which provided data on several indicators, including the number of days teachers were present, the number of books per student, etc. The results of the BPC were then presented by the school principal during the community forum, which led to discussions on how the school and its community could improve their school's learning environment. The results of the BPC and the community forum discussions contributed to the development of the school improvement plan.

Component 2 Outcomes and Challenges

The whole school approach was a new concept introduced to the Senegalese education system. Schools have been managed in the traditional French model, with little participation from family or other community members. Therefore, there was some initial reluctance by many principals and teachers to involve community members in the management and governance of the school. There was also reluctance from some parents, particularly those

who were illiterate or who had had little schooling, who assumed they had little to offer in improving the learning environment. However, after community mobilizations efforts that were supported by the project, both school staff and community members realized the important role each had to play in the successful management of their school. Communities welcomed the School Report Card, which allowed them all to get a picture of how their school was doing, and also appreciated



During the community forum, community members often divided up into groups to discuss priorities for school improvement.

the community forums, run in local languages, which allowed them to discuss challenges and fix priorities for the coming school year. Communities became active participants in helping the school improve its learning environment: from putting fences around the school to building extra classrooms; from providing refreshments during remedial classes and summer camps to building trenches to bring water to the school; from building school toilets to donating their time to clean the school; from forming groups of mothers to encourage girls to stay in school to planting community gardens in order to sell vegetables to support the purchase of textbooks and supplies, they realized that they all had something to contribute to the success of the school. The contribution of the School Report Card, School Self-Assessment, Community Forum, and School Improvement Plan process to improving the learning environment

has been recognized by the MOE, which is currently in the process of making it a requirement for all middle schools in Senegal.

Component/Intermediate Result 3: Increased Teacher/Student Competency in French Reading and Math

- SIR 3.1: Improved pedagogic practices in math and French
- SIR 3.2: Greater number of reading and math materials available
- SIR 3.3: Increased remedial and supplemental learning opportunities provided

The general poor quality of education at the middle school level was widely recognized when the project debuted in 2010. Several elements of the project were designed to support quality improvements and one, in particular, focused on helping improve the learning outcomes of students in two core subjects – French and mathematics. Since many students were finishing elementary school without having secured a sound foundation in these two important subjects, the project set out to address students’ lack of basic competency in in French and math. EPQ actually introduced remediation to the Senegalese education system as a concept and a tool to improve learning outcomes.

Life of Program Achieved Results

- *3,401 teachers/educators trained with USG support.* EPQ trained a total of 3,437 teachers.
- *1,134 teachers observed teachers use techniques designed to promote student basic acquisition of basic skills in French and math.* Of the approximately 2,000 teachers observed, 1,643 used the techniques
- *272,050 students served by teachers receiving training from EPQ.* The actual number for this target was 432,034. This was due to the large number of students in classes taught by EPQ-trained teachers.
- *15,000 textbooks/learning materials provided with USG assistance.* In fact, 85,065 textbooks and learning materials were distributed. This was due to the number of schools which asked for additional copies of the remediation materials, and the fact that the project trained trainers and distributed learning materials in the non-project regions as well
- *33,104 middle school students participating in supplemental remedial activities.* More than double the number participated, for a total of 68,121, despite the fact that the project only implemented the project in six of the original eight regions (and for the last year of the project, only implemented the program in the fragile/conflict regions).
- *% of students meeting minimum competency in math and French in EPQ-supported schools.* At the end of the project’s final year of implementation (school year 2013-14), the percentage of students who had minimum competencies after participating in remedial courses are shown in the table below; results were roughly equal for both boys and girls. The improvement this represented when compared to the beginning of the 2013 – 14 school year is discussed further on (in the *Component Activities* section).

	7 th grade	8 th grade	9 th grade
French	78%	84%	90%
Math	77%	79%	83%

Life of Program Targets Not Achieved

- 15% decrease in middle school repetition rates in USAID intervention regions: EPQ has been unable to report on this indicator because in 2011, the MOE launched its program of “Zero redoublement.” Since then, the MOE does not require schools to collect or report on this indicator.
- *360 direct intervention schools.* Because the project did not implement in the eight regions originally planned, the universe of possible schools was not the same. The project directly supported 341 middle schools in six regions. In the last year of the project, to more closely align with the US education strategy, the Mission directed the project to implement the middle school activities in only the regions considered fragile—those of Ziguinchor, Sédhiou, Kolda, and Kédougou.
- *56% of grade 10 students in USAID intervention regions obtained a middle school certificate (BFEM) after taking the exam.* The target was 56%, but by the end of the project, this was at 49%. This percentage went up and down over the life of the project: in 2012, for example, there was a 76% pass rate. This was a result of the government offering the exam twice because the students had missed half an academic year due to teacher strikes. The following year the passing rate dropped to 61%, and then to 49%. The project expects that in 2015 the passing rate will again increase, as it will be the first time that students who participated in the remedial program will be taking the BFEM exam.



Once the remedial materials were finalized, math and French teachers were trained to deliver the program to students in difficulty.

Component 3 Activities

Activities under Component 3, whose targeted outcome was *increased teacher and student competency in French reading and math*, focused on

developing and implementing the remedial program. As noted earlier, remediation was a new concept to Senegalese educators, as most thought of remediation as just providing additional grade-level reinforcement to students in difficulty. Therefore, the project had to start this process by introducing the notion of remediation: that many students do not need just grade-level help; they have arrived at middle school without the foundation needed to succeed. For those students, remedial training in basic

competency was needed in order for them to tackle middle school math and French. Activities included developing remediation materials, training teachers, and implementing the remedial program.

Developing Remediation Materials for French and Mathematics

The development of the French reading and math remediation modules was led by two international experts, in collaboration with technical staff from the DEMSG, IAs, the DFC, the Coordination Nationale de la Formation Continue (National Coordination of Continuing Education – CNFC), and the IGEN. The modules consisted of teacher training guides (for both trainers and participants), as well as a toolkit of remediation materials that teachers could use for the different areas of remediation. In addition, the project developed a diagnostic test that teachers could give to students at the beginning of the school year, to determine what areas they needed help in. The modules and diagnostic tests underwent a national validation process to ensure that there was full buy-in by education stakeholders, both at the central and regional/local levels. Developing, testing, and validating the materials took longer than apportioned in the original project work plan. In point of fact, one lesson learned from this experience is that developing, testing, and validating (that is to say, getting approval from the MOE’s many implicated departments) new teaching and learning materials takes from nine months to a year. This created delays in rolling out the training portion of the remediation program and subsequent delivery of the program in schools. This was exacerbated in the following year by the lengthy teacher strikes, as well as unrest during the presidential election process that posed difficulties for rolling out the remediation program.

The math and French reading toolkit of remediation materials targeted 7th and 8th graders who demonstrate a need for remediation in math and French. Each of the subjects has five competencies in their respective toolkit of remediation materials, and each one of the five competencies consists of 16 hours of remediation.

Table 1. Competency Areas in Math and French

Area of competency	Math	French
1	Using fractions	Providing an explicit answer from a text or image
2	Determining a digit’s rank in a number	Locate an explicit element in a text from a substitute
3	Units of measurement: length, volume, mass	Identifying logical linkages between phrases
4	Using decimals	Using explicit information to infer new information
5	Using basic geometry instruments	Find the generic term

Training Teachers

Once the training modules as well as the remediation toolkits were finalized, teacher training took place. As noted earlier, the original proposal called for a few teachers from each school to be trained in remediation. However, it soon became clear that

most students would require remediation in one or more of the competencies, so more teachers were trained. By the final year of the project, all math and French middle school teachers in the project zones of the Casamance and Kédougou had been trained. In addition, to promote sustainability and increase the impact of the project, in the final year of implementation, the project also trained trainers in non-project regions, and distributed training guides and remediation tool kits. Today, all CRFPEs in Senegal are able to provide training and materials for remediation to the middle school teachers in their respective regions.



Students were given a test at the beginning of the school year to determine whether they needed remedial help.

The training module was a long one, as it not only had to introduce the concept of remediation to the teachers and principals, but also had to train the teachers on the process of the remedial program: administering the diagnostic tests; determining the students' remediation needs; dividing them into groups according to need; and, teaching using the remedial materials. The training module was a 10-day program, which included bringing in a sample group of students to do the diagnostic

tests, and then having the teachers grade the tests and determine remediation needs. For the last three days of the training program, the principals were also trained, so that each of them would know what the remediation program consisted of, how to monitor progress, and how to provide coaching to the teachers. The principals also learned how to schedule teacher hours to maximize the hours owed by the teachers (each middle school teacher is required to provide 25 hours of teaching to the government). In order to make the remedial program sustainable, the project did not offer any extra payment to teachers for providing the remediation; rather, the MOE suggested that the remedial program be included in the number of hours owed by the teachers. An agreement was reached with the ministry that, in rare cases in which a teacher providing remediation surpassed the 25 hours owed, the teacher would be paid overtime by the MOE.

Implementing the Remediation Program

Past experience working in Senegalese middle schools led the EPQ team to provide schools with two modalities for delivering remedial math and French programs. Working with CGEs and IAs to manage remediation implementation, schools were given the option of either delivering remediation programs through classes (either during free periods at school or after school), or through French and math clubs. In the 2012–2013 academic year, for example, 206 partner schools elected to carry out the remediation program through after-school classes, while 66 chose to carry them out through clubs.

To help establish the clubs, the project, in collaboration with the Inspectors of Elementary and Secondary Education (IEMS), developed a guide for establishing and running math and French clubs, and then trained teachers on the guide. Because the clubs were voluntary, the schools were not required to carry out the diagnostic testing of the students; rather, students themselves enrolled in the clubs (or were encouraged or required to do so by teachers and parents who recognized their need).

The schools, did, however, use the math and French remedial materials in the clubs, and the teachers running the clubs were trained on the remediation program. For those schools that opted for the after-school classes, they tested all their 7th graders in the first year; 7th and 8th graders in the second year of implementation (to verify whether the 7th graders who had participated the year before still required some remediation in 8th grade); and 7th, 8th, and 9th graders in the final year of implementation.



More than 68,000 students participated in the French and math remedial program, far surpassing the target of 33,000.

The project provided small grants to the CRPEs in those regions to defray the cost of a monitoring and evaluation (M&E) activity. CRFPE instructors, along with some inspectors (IVS and IS), carried out classroom observations of teachers implementing remediation activities. This activity contributed to building the capacity of CRPEs, IAs and IEFs, and provided the project with data for its indicator reporting on “observed use of remediation techniques by trained teachers.”

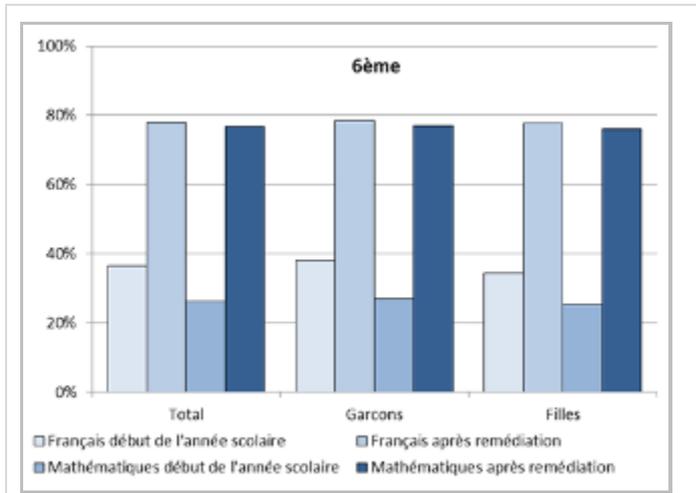
Component 3 Outcomes and Challenges

The remediation program proved to be extremely popular with parents, school communities, school directors, and even the teachers who began to see improvements in their students’ performance in math and French. Parents saw it as a way to get extra help for their students without having to pay for a tutor, and often insisted their children take part in the activities, even if the child had tested out of remediation. Some communities got together to provide refreshments for teachers and students who were participating in after-school remedial activities, and a few communities even built classrooms dedicated to remediation.

For the most part, EPQ was able to meet or exceed its output targets under this component because of two factors that came to light during program implementation. The first, as noted, was the number of French and math teachers that had to be trained. The original proposal called for just a few teachers from each school to be trained; however, as it became clear that many more students needed remediation than originally thought, the project realized that it had to train many, and in many cases, all, French and math teachers in each partner school. The second factor, also mentioned earlier, was the number of students requiring remediation. Originally, the

assumption was that about one-third of the students would require some sort of remediation; after testing, results showed that in most schools, a much higher percentage of the incoming 7th graders needed remediation.

Figure 2. Percentage of 7th Grade Students Demonstrating Minimal Competency in Math and French

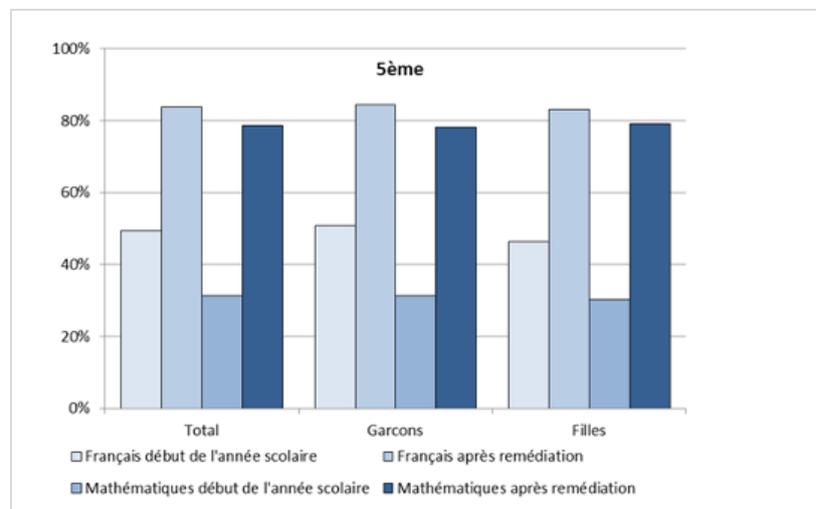


For those students who participated in the remedial program, their basic competency improved. A report of results from the final year of the project is attached (Annex III). As seen in the table below, there was a significant increase for 7th graders who participated in the program. In project-supported schools, 37% of the 7th graders had a basic competency in French and 26% had a basic competency in math at the beginning of the academic year. As a result of the remediation program, those percentages

increased dramatically: by the end of the school year 78% had a basic level of French (78% girls and 78% boys) and 77% of math (76% for girls and 77% for boys).

For 8th grade students in EPQ-supported schools, the data tells another interesting story. At the beginning of the school year, 49% of students (46% of girls and 51% of boys) had minimum competency in French and 31% (30% girls and 31% boys) had minimum competency in math. These are students who had benefited

Figure 3. Percentage of 8th Grade Students Demonstrating Minimal Competency in Math and French



from EPQ remediation programs the preceding year, while they were in the 7th grade. The data show that extensive slippage occurred during the summer hiatus. To mitigate this slippage, EPQ organized summer camps that included remediation in some schools, although not all. As evidenced by the table above, the remediation program again significantly increased the number of students with basic competencies: by the end of the academic year, 84% had a basic competency in French and 79% in math. For more detailed information on the findings, please see the full report in *Annex III*.

A final outcome, which occurred in the last months of the project, was a presidential decree that requires all schools to provide help to students in difficulty, including remediation.

Component/Intermediate Result 4: Expanded Opportunities for Youth Education, Community Service, and Employability Skills

- SIR 4.1: Youth and communities mobilized to assess and support youth development needs
- SIR 4.2: Increased employability, livelihood, and basic skills acquired by youth
- SIR 4.3: Increased partnerships in youth development

Youth unemployment is a major concern in Senegal, given that a large swathe of the population is under the age of 24. Despite some efforts by the GOS and donors, youth employability is a burning question looking for effective solutions. In an effort to identify some workable strategies, USAID/Senegal included a 2 ½ year pilot youth education and employability program (2010–2012) as the 4th component of EPQ. EPQ's partners for implementing this component were the Senegalese Ministry of Youth and Sport, and Cooperative Agreement subgrantees Making Cents and the International Youth Foundation (IYF) through its local partner, the Synapse Center.

Life of Program Achieved Results

- *2 youth workforce and livelihoods development needs assessments conducted.* EPQ carried out two studies, one at the beginning of component activities, and one at the end of the pilot program.
- *270 teachers/CBO/NGO representatives trained on life skills and employability.* The surpassed this target by training 311 teachers and NGO/CBO facilitators.
- *25 NGOs, CBOs, and LGs (local government entities) and private sector companies engaged in youth development.* The project provided grants to 23 organizations, some of which were umbrella organizations that worked with a number of smaller groups. As a result, a total of 64 NGOs, CBOs, and LGs benefited from the training and were engaged in youth development.

Life of Program Targets Not Achieved

- *15% above baseline of out-of-school youth in target regions participating in remedial training.* Out-of-school youth did not have the education level required to benefit from the remedial program materials.
- *20,050 students participating in training, education opportunities, community services, and/or employability.* This target was not met due to two major factors. One was that out-of-school youth are very mobile and therefore not able to participate in training programs that last more than a week. The other major factor was that the out-of-school youth did not have the education level or language skills needed to effectively participate in, and benefit from, the training materials. Finally, because the pilot program lasted 2 ½ years, the

organizations who were providing the training did not enroll any new participants for the final months of activity, opting to continue working with the ones already enrolled. Thus, no new participants were recorded for the third fiscal year (the final four months of the pilot youth component, from October – December 2012). For this component, a total of 12, 655 out-of-school youth participated in the training and community service programs.

- *5% reduction in drop out rate from supported schools.* This target was not achieved because the MOE no longer requires school to report on drop-outs, so this information was not available.

Component 4 Activities

This component was conceived as a two-and-a-half-year pilot program meant to test employability programming targeted at youth in the Senegalese context. It ran from June 2010 until December 2012 and was implemented in the fragile zones of the Casamance (Kolda, Sédhiou, and Ziguinchor) as well as Kédougou. The component was meant to respond to the development needs of youth, by providing life and employability skills, community service opportunities, remediation in math and French, and improving the capacity of local partners to better serve youth. Activities to achieve results included:

- Building the capacity of local governments and community organizations to support policies and programs in favor of youth;
- Providing youth with training in life skills, employability, and remedial math and French; and
- Supporting the design and implementation of community service projects.

Building the Capacity of Local Governments and Community Organizations to Support Policies and Programs in Favor of Youth

USAID/EPQ first carried out a needs assessment of youth in target regions. The needs assessment identified the local organizations most able to provide the training, as well as the schools. These included several middle schools, several CDEPS (the Ministry of Youth and Sports' Departmental Center for Education and Sport) and CRETF (the Ministry of Vocational and Technical Education's Regional Centers for Technical Education for Women), and a couple of NGOs. To insure buy-in and some sustainability, the project asked both schools and NGOs/CBOs to provide the space for the training as well as some of the trainers' time (teachers in the schools and facilitators in the other organizations). The project then offered small grants to cover such things as transportation to the NGO and CBO trainers, and refreshments for the participants. The project also provided the supplies. Teachers and facilitators were trained in several modules, including life skills (IYF's *Passport to Success*), and Making Cents' modules in agribusiness, the basics of financial management, and how to develop a business plan. Principals and NGO/CBO staff were trained as coaches, to provide oversight and monitoring to the trainers.

Building the capacity of local groups to support youth policy reform proved somewhat challenging for several reasons. One major one was that the project had no formal link to the Ministry of Youth and Sport or to the Ministry of Technical and Vocational Education, the structures that most of the youth organizations belonged/reported to (the only ministry partner identified by USAID for the project was the Ministry of Education). Secondly, the school partners saw themselves as using the employability and life skills training to help their students succeed at school and beyond, not as advocates of policy reform at the Ministry of Youth and Sport. For those NGOs and CBOs that worked with the Ministry of Youth, most were focusing on developing programs for the youth in their regions. A final challenge was the short time frame of this pilot component, which lasted only two-and-a-half years. Nonetheless, the project was able to establish discussion and working groups of interested individuals that came together following the needs assessment, to discuss various aspects of youth policy and reform.

Training Youth in Employability, Life Skills, and Remedial Math and French

Before the organizations were identified and the trainers and coaches trained, the project undertook community mobilization and communication campaigns about the program so that schools, families, and other community members knew about the program. Once the interested organizations were selected, the organizations were then given the choice of which programs to offer. Some chose just one module to offer,



Many schools petitioned the MOE to incorporate the life skills training into the middle school curriculum

others chose a mixture of two or three. Once that was completed, the school and organizations then went through the grant application process. This process was facilitated by EPQ's regional staff members, who provided training to the organization on the grant process: how to complete

the application; what documents needed to be submitted to fulfill milestones; the monitoring process; financial reporting, etc. Once the grants were received and enrollment took place, the schools and organizations began the training process. Each module had its own time frame, so it was left to each organization to schedule and manage the training programs. Training for youth on life skills and other employability skills was complemented by working with them to develop and manage community service projects.

Training in employability and life skills had mixed results. For the most part, the schools found the *Passport to Success* module

Students and youth beneficiaries were agreeably surprised by the innovative nature of the courses because of:

- The interactive and participative nature of the approach, use of life experiences (the participants were asked to share their experience and use it to illustrate certain examples), and setting up small groups of varying sizes.
- The playful aspect of the exercises: relaxed surroundings, dynamism of the exercises, positive atmosphere, use of role-playing and socio-drama.
- Socio-drama: allowing participants to better understand other people's point of view and see things differently.

very helpful, as it provided students training on subjects ranging from health and hygiene to conflict negotiation and how to dress appropriately for job interviews. In fact, many of the schools petitioned the MOE to make the module a part of the curriculum, and the MOE is in discussions with USAID and IYF (the author of the module) to see whether that is possible. The agribusiness, financial management, and business planning modules also had some success. Trained youth were able to help local micro-business owners (e.g., a soap-making business and a women's cooperative that dyes cloth), put in place useful financial management procedures, design marketing materials, and develop business plans. One youth participant used his training to develop a business plan for a small dry goods boutique that he received funding for. The boutique is still flourishing, and the trained youth owner is even offering small start-up grants to other youth who have completed the training. The mayor of Marsassoum, a large town in Sédhiou, reported that, as a result of the conflict resolution training local youth had received, there was a noted decrease in gang activity and violence in the market area. On the other hand, some organizations had expected more direct skills and vocational training, and voiced how difficult it was to keep out-of-school youth interested in attending classes that had no job assurance at the end. Additionally, most of the training materials were in French, and at a level too difficult for some of the out-of-school youth.

The remedial French and math training faced the same challenges with regard to education level. It became quickly evident that out-of-school youth were very mobile, moving from place to place to hunt for work, and that they didn't have lengthy periods of time to attend class. EPQ offered a condensed version of the remedial



Bakary put his business training to use and started a neighborhood boutique which is still thriving today.

training during the first summer camps so that out-of-school youth could attend, but it was clear that most did not have the middle school level of education needed to benefit from the training. This reality hindered EPQ's ability to reach the expected target of out-of-school youth participating in training/education opportunities, community service, and/or

professional opportunity activities.

Finally, the initial design of the program included the creation of internships for the youth within the private sector, and this also proved challenging. Most established businesses offer work experience only to high school or university graduates, and local small and micro businesses (mechanical workshops, bakers, butchers, sewing workshops, etc.) generally take on family members as apprentices in order to train them on the job.

Supporting the Design and Implementation of Community Service Projects

Part of the *Passport to Success* life skills module required youth to design and implement community service projects. This was aimed at promoting teamwork,

community service, as well as planning and implementation. The youth divided themselves into groups, and designed their own community service projects, with guidance from facilitators and teachers. They were then given grants to implement them. The projects ranged from designing and delivering information campaigns – through theater, community forums, radio messages – on various subjects such as HIV/AIDS, malaria, girls’ education, early marriage, hand washing, and the environment, to cleaning the school and planting trees and gardens. Other projects involved digging wells, starting school clubs, and helping local businesses develop financial management procedures, marketing materials, and business plans.



Community service projects included cleaning the school, planting trees and gardens, digging wells, etc.

Component 4 Outcomes and Challenges

The training program and community service activities had the best results in this component particularly at the school level. The life skills training was well received, and the MOE is in discussions with IYF to make it part of the upper middle school curriculum. In addition, the community service projects were very successful, both from the point of view of teachers, participants, and family/community members, who all thought that the projects provided a great opportunity for youth to contribute to their community and get the satisfaction and experience of designing and implementing a project. The training for out-of-school youth and NGOs/CBOs was less successful, although there are still individual successes that can be pointed to. In addition to most of the training materials not being at the education level or in the language of the out-of-school youth, some of the trainers of the CBOs/NGOs were not full-time staff members. Rather, they were just brought in when the organization received funding to carry out training. So, whereas there is some sustainability for schools because most of trained teachers will remain at their respective schools, there is no guarantee that the NGOs and CBOs will obtain additional funding to be able to continue to hire the trainers to offer the training.

Inclusive Education: Add-on Activity

The inclusive education disabilities add-on to the EPQ program was intended to provide life skills, and employability training to youth with disabilities. Originally planned for 18 months, the pilot was extended to 22 months, due mainly to the time it took to develop the training guide. All targets were met for this add-on activity.

Results Achieved over the Life of the add-on Activity

- EPQ and its partners in the MOE as well as several NGOs (COSEYDEP, Handicap International), developed the first introductory training guide to inclusive education for middle school teachers and NGOs.

- The project trained 600 handicapped/disadvantaged youth in the regions of Ziguinchor, Sédhiou, Kolda, and Kédougou on life skills (professional development, health and hygiene, conflict resolution, communication) and employability (basic business skills, identifying market opportunities, value chain).
- 251 teachers, principals, and other ministry officials were trained in the newly developed inclusive education guide.
- Six NGOs benefited from capacity building training to better serve handicapped and marginalized youth: the CDEPS of Kédougou and Ziguinchor; Londoo Loolo in Sédhiou; OFAD Nafooré in Kolda; COSEYDEP; and Special Olympics Senegal.



Several local businesses run by organizations serving those living with handicaps benefited from the business training. (Here, a woman shows how she learned how to better package her dried fruits and teas for selling.)



The project trained 61 volunteers to design and implement sports camps for disabled children and youth.

In addition to the results noted above, EPQ also trained, in partnership with Special Olympics Senegal, 61 volunteers to develop and implement sports camps for handicapped and marginalized youth. Following the training, 142 handicapped and/or marginalized youth participated in two sports camps organized in the region of Ziguinchor.

80 community service projects were also completed that brought together handicapped and non-handicapped youth

to work together in service to their respective communities. Some of the activities included painting and cleaning handicap centers, helping clean the local market or mosque, providing communication activities (forums, theater) on the needs of the handicapped, as well as on HIV/AIDs, malaria, and early marriage.

Cost Share Contributions

REDACTED post-submission.



Community members in the Lyndian 2 school in Ziguinchor built a whole classroom dedicated solely to remediation

Lessons Learned and Recommendations

EPQ lessons learned can be divided into two general areas: those gleaned from implementing technical interventions, i.e., the project's components; and those observed at the management level.

Technical Interventions at the Component Level

Improved Policies that Support a Better Teacher Workforce, More Female Teachers and Defined Career Structure: Policy reform and change is where externalities are hardest to manage and account for. Working on policy reform under EPQ was very much a two-steps forward one-step backward process. Although the project's policy team was able to put in place the appropriate decrees and a committee to shepherd through the decentralization of teacher training delivery to the regional level, political realities made it quite impossible to effectuate that transition for pre-service education. Furthermore, the MOE had three ministers during its four years of implementation, each with their own interests and concerns. The instability generated by the Presidential election further stalled reform efforts, as the GOS and its ministries rallied to maintain order in the face of escalating unrest and demonstrations.

CRFPEs, initially conceived of by the MOE as the bodies that would provide both pre-service and in-service training to new teachers at the regional level, never achieved their full status. The continued intransigence of the FASTEF, despite a presidential decree stipulating diversification of pre-service teacher training delivery, made progress difficult. There was also, understandably, very little political will to tackle this particular issue. Between 2010 and 2014, the MOE had a revolving door of ministers, teacher strikes that went on for many months, and a scandal resulting from a national audit that it had to respond to. Despite these external challenges, EPQ was instrumental in operationalizing the CRFPEs and building the competency of their instructors. The project also played a key role in establishing CRFPEs' roles and responsibilities as the providers of teacher professional development programs at the regional level.

Improved School Governance and Management: EPQ's whole school approach proved effective in implicating communities in the needs of the school and resulted in increased transparency and improved school governance. It ultimately led communities to improve the school's learning environment through infrastructure upgrades (latrines, school walls, classrooms, etc.) while also holding school principals and teachers accountable. Encapsulating the elements that made this such a successfully implemented component is not easy, but can be attributed to four main reasons:

- Implementing EPQ in middle schools that had been supported by a previous project, PAEM (which also built some of the middle schools), made it easier to penetrate the communities, which had already worked with a USAID project.

- Working to improve the transparency and accountability of CGEs by first operationalizing them and then providing them with training and technical assistance were key inputs into the process.
- SSAs were instrumental in bringing the CGEs and communities together. Both these entities had unsubstantiated ideas about what their schools needed – more teachers, more classrooms, etc. But the SSA process often revealed much more manageable needs for improving the learning environment. Identified needs were then incorporated into school improvement plans that CGEs with their communities executed with grants from the project. Communities also contributed generously, as evidenced by the amount of cost share contributions that it yielded.
- A manageable number of targeted schools. Community forums, CGE training, and supporting the process of developing school improvement plans would be very difficult to implement in more than 500 schools at a time. The level of effort, staff time, and project presence at each school would make it extremely complicated to implement successfully.

Increased Teachers/Student Competency in French and Math: The remediation activities developed by EPQ clearly had an immense impact on helping students in targeted schools achieve minimum competencies in French and math. However, it is important to underline that these are minimum competencies that should have already been acquired by students before they left elementary school. The implication, especially given the percentage of students with basic competencies in French (37%) and math (26%) at the beginning of grade 7, is that the primary system is not providing students with the basic tools they need to be able to succeed in middle school and beyond. This clearly contributes to system inefficiencies and discourages students, at some point in the system, from remaining in school.

As evidenced by the data, slippage is extensive from one year to the other. It is also clear that the MOE will never have the resources to hold summer remediation camps to help students with their learning to minimize that slippage. Furthermore, it would be useful to understand the impact of only two years of remediation interventions (grades 7 and 8) versus three years of remediation programs (grades 7, 8, and 9). EPQ was not designed to measure this aspect, but it does have implications for sustainability. Even though the costs associated with integrating remediation into classroom hours are relatively low, the annual training for new teachers and refresher for others does have cost implications. The increase in percentage of students with basic competencies in French after remediation is 84% after two years of remediation and 90% after three years of remediation. For math, the increase is 79% of students after two years of remediation and 83% after three years of remediation. One question that may require exploration is if the additional cost for a third year of remediation is justifiable given the minimal increase in percentage of students with basic competencies between years two and three of remediation.

Expanded Opportunities for Youth, Community Service and Employability Skills: The conclusion one can draw from this two-and-a-half-year pilot component is that the “youth and employment” sector in Senegal is still nascent. Crucial elements that

need to be in place to enable a successful youth employability program, such as a broader private sector and more NGOs working in the sector, have not been comprehensively developed. Another reality that would have to be tackled is the extremely low levels of education for out-of-school youth that impede their overall marketability in the work force.

Inclusive Education: Although there is a law pending in Senegal that stresses the need for schools to practice inclusive education, it is a law that has yet to be ratified, and most teachers have no understanding of inclusive education. The few schools that are inclusive in Senegal are private or “charter schools,” where elements that are focused on inclusivity are supported by NGOs. There are many other challenges surrounding the issue of inclusive education in Senegal, including lack of specialists that can provide viable diagnoses and lack of special education teachers in the country. These systemic shortages are compounded by the unwillingness or inability of families to pay for an education that they view as useless for their handicapped children. Very few youth with disabilities are to be found in the formal education system. Handicapped trainers who could be trained as camp facilitators for the summer camps activity and who had some marked level of literacy to read manuals, etc., were extremely scarce as well.

Given the absence of discussion around inclusive education in the education arena, EPQ responded to this very pressing need by developing a teachers’ guide on inclusive education. The guide is designed to be accessible to teachers who have no existing knowledge or training on disabilities. Through a collaborative process with the MOE, EPQ was also able to have the guide adopted as an official document of the MOE.

EPQ’s Overall Management and Implementation

Co-locating with the MOE: Co-locating on MOE premises had its pros and cons, as one can imagine. On the whole, co-locating with the MOE and IAs was a very effective strategy for maintaining continued vigorous relationships with the multiple directorates and offices that were EPQ’s partners. It allowed the project staff immediate and frequent access to their ministerial and IA interlocutors and permitted capacity building through exposure and informal discussions rather than only formal training events. It also earned the respect of many decision-makers that EPQ was not housed in a fancy, well-ventilated, and well-lit private office space.

Multiple Ministry Partnerships: The bulk of EPQ’s work was carried out in support of and in partnership with the MOE. However, certain elements of the project necessitated working with the MOY (for Component 4) and the Ministry of Higher Education (as related to teacher recruitment and assignment). The preponderance of ministry partners led to a lack of accountability by all and brought into play political agendas that made it very difficult to move forward on policy change efforts. Additionally, USAID had named only the MOE as the implementing partner for the project (and, specifically, the DEMSG division), so when the project had to work with other ministries and divisions (for teacher training, teacher recruitment, etc.), there was a bit of confusion and friction.

Multiple USAID/Senegal Projects Implementing in the Same Space

USAID/EPQ and USAID/EDB were both very cognizant of the limited space available for their respective implementation plans. Both projects were implementing activities in the same middle schools in the same regions. EDB began implementation a year before EPQ and ended a year before EPQ as well. Although senior staff from both projects met often to ensure that implementation of activities under each project would complement the activities of the other, developing a streamlined implementation pattern that allowed each project its needed space took extensive time and effort. Furthermore, although each project was able to parse out its natural beneficiaries, both projects needed to build the capacity and use the human resources of the IAs. This created fatigue with IA staff and sometimes led to confusion on their part since they had to deal with different USAID/Senegal projects that targeted the same educational level. Future similar situations would have to be thought out very thoroughly to ensure that beneficiaries and partners are not overloaded with competing project-driven needs and requests.

Annex I: List of EPQ-Supported Middle Schools

Years of support to each middle school included in this list is indicated by the number of asterisks as follows:

* = 2010–2011 only; ** = 2010–2012; *** = 2010–2013; **** = 2013–2014.

Table 1-1. EPQ-supported middle schools

Number	Regional Academy	IDEN/IEF	Middle School
1	FATICK	Fatick	Keur Samba Dia*
2			Boyard*
3			Somb*
4			Toucar*
5			Diaoulé**
6			Djilass**
7			Dioffior 2**
8			Loul Sessene**
9			Mbellacadio**
10			Ndiongolor**
11			Fayil***
12			Patar Sine***
13			Ndangane Sambou***
14			Simal***
15			Niakhar***
16			CEM 3 Commune Fatick***
17			CEM 4 Commune Fatick***
18			Ngohe Ndoffongor***
19			Bicole***
20			Ndiosmone***
21		Foundiougne	Diossong*
22			Keur Samba Gueye*
23			Diène Coumba Ndiaye*
24			Mbam*
25			Toubacouta**
26			Soum**
27			Nioro Alassane Tall**
28			Sokone 2**
29			Médina Sangako**
30			Keur Saloum Diane***
31			Sadioga***
32			Mbouloum***
33			Missirah***

Number	Regional Academy	IDEN/IEF	Middle School
34			Ndiassane Saloum***
35		Gossas	Ndiéné Lagane*
36			Ouadiour**
37			Patar Lia**
38			Gossas Commune***
39	KEDOUGOU	Kédougou	Fongolimbi*
40			Dindéfelo*
41			Samécouta*
42			Dimboli**
43			Ibel***
44			Tomboronkoto***
45			Thiabedji***
46			Ninefecha***
47			Bakary Dansokho****
48			Koboye****
49			Segou****
50			Syllacounda****
51			Thiokoye****
52		Salémata	Salémata*
53			Ebarak**
54			Ethiolo***
55			Daketely***
56			Oubadji***
57		Saraya	Missirah Sirmanah*
58			Sabodala*
59			Nafadji**
60			Bembou***
61			Madina Baffe***
62			Moussala***
63			Missirah Dantila****
64			Saiensoutou****
65	KOLDA	Kolda	CEM 1 Kolda*
66			CEM 2 Kolda*
67			Dabo*
68			Saré Bidji*
69			Sikilo Nord*
70			Tankanto Escale*

Number	Regional Academy	IDEN/IEF	Middle School
71			Coumbacara**
72			Doumassou Plateau**
73			Guïro Yoro Bocar**
74			Hilèle**
75			Médina El Hadji**
76			Saré Yoba**
77			Saré Bilaly**
78			Bagadadjj***
79			Bouna Kane***
80			Gadapara***
81			Mampatim***
82			Médina Chérif***
83			Dioulacolon***
84			Salikégné***
85			Saré Moussa***
86			Sikilo Ouest***
87			Thiara***
88			Anambé****
89			Bantacountou Maoundé****
90			Dialambéré****
91			Diankhacounda****
92			Diassina****
93			Ilyao****
94			Ngocky****
95			Saré Dianfo****
96			Saré Pathé Bouya****
97			Sinthiang Faraba****
98			Thidélly
99			Thiéty
100		Médina Yoro Foula	Médina Yoro Foula*
101			Badion**
102			Fafacourou**
103			Ndorna**
104			Kéréwane***
105			Diambanouta****
106			Dinguiraye****
107			Madina Manda****

Number	Regional Academy	IDEN/IEF	Middle School
108			Ngoudourou****
109			Pata****
110			Santankoye****
111			Saré Koutaye ****
112			Sobouldé****
113		Vélingara	Bonconto*
114			Kandia*
115			Kounkané*
116			Saré Coly Sallé*
117			Sinthia Coundara*
118			Dialadian**
119			Linkéring**
120			Némataba**
121			Nianao**
122			Teyel**
123			Paroumba**
124			Patimcota**
125			Saré Bassy**
126			Ouassadou***
127			Carrefour Manda***
128			CEM 1/V***
129			CEM 2/V***
130			CEM 3/ V***
131			Pakour***
132			Kabendou***
133			Anambé Couta****
134			Coumbadiouma****
135			Diaobé****
136			Kalifourou****
137			Kandiaye****
138			Kaouné****
139			Kounkané 2****
140			Médina Dinguiraye****
141			Médina Mary Cissé****
142			Saré Bosséide****
143			Témento Pakour****
144			Tonguia****

Number	Regional Academy	IDEN/IEF	Middle School
145			Vélingara 4****
146	SEDHIOU	Sédhiou	Djibabouya*
147			Djirédji*
148			Oudoucar*
149			Fodé Kaba Doumbouya*
150			Amadou Mapathé Diagne**
151			Bemet**
152			Diendé**
153			Sédhiou 3**
154			Bambaly Berro***
155			Niassène Diola***
156			Bloc Village***
157			Boumouda***
158			Bouno***
159			Sakar***
160			Samé Kanta Peulh***
161			Sansamba***
162			Francounda***
163			Kamoya***
164			Koussy***
165			Mankonomba***
166			Sindina***
167			Badiary****
168			Dianah Bah****
169			Marakissa****
170			Nguindir****
171		Goudomp	Birkama*
172			Kaour*
173			Djibanar*
174			Simbandi Brassou**
175			Goudomp Commune**
176			Diareing***
177			Kougniara***
178			Koly Bantang***
179			Mangarougou***
180			Niafor***
181			Niagha***

Number	Regional Academy	IDEN/IEF	Middle School
182			Sandiniéry***
183			Thiar***
184			Yarang***
185			Safané****
186			Simbandi Balante****
187			Goudoump 2****
188			Karoumba****
189			Mangacounda****
190			Santhioum****
191			Saré Téné****
192		Boukiling	Bogal*
193			Diaroumé*
194			Faoune***
195			Inor***
196			Ndiama Pakao***
197			Ndiamacouta***
198			Sénoba***
199			Tankon***
200			Taslima***
201			Djinany****
202			Djiragone****
203			Aloute/Nioroky****
204			Bissary Dioub****
205			Bona****
206			Boughary****
207	TAMBACOUNDA	Bakel	Moudéry*
208			Aroundou**
209			Gabou*
210			Grimpalé**
211			Kidira 2***
212			Kidira**
213			Koungany***
214			Ouro Himadou***
215			Sadatou***
216			Sénoudébou***
217			Tourimé**
218			Tuabou***

Number	Regional Academy	IDEN/IEF	Middle School
219			Waoundé Diaye (CEM)***
220			Yaféra***
221		Goudiry	Balla*
222			Bani Israel*
223			Dianké Makha***
224			Dougué***
225			Goumbayel**
226			Koulor***
227		Tambacounda	Abattoirs**
228			Afia**
229			Colibantang***
230			Dar Salam***
231			Dawadi***
232			Dialacoto**
233			Diamaguène Sine***
234			Gouloumbou***
235			Gouye*
236			Hamdollaye Pont***
237			Maka**
238			Missirah*
239			Moriba Diakité*
240			Nettéboulou***
241			Quinzambougou**
242			Sao Soucoute***
243			Sinthiou Malème***
244			Tamba Commune 1***
245			Tamba Commune 2***
246			Thierno Souleymane Agne**
247		Koumpentoum	Bamba Thialène*
248			Kahène*
249			Koumpentoum Commune***
250			Koutiaba***
251			Mérito**
252			Payar**
253	ZIGUINCHOR	Ziguinchor	Agnack*
254			Boutoute*
255			Goumel*

Number	Regional Academy	IDEN/IEF	Middle School
256			Soucoupapaye*
257			Amilcar Cabral**
258			Boucotte Sud**
259			Djibonker**
260			Enampor**
261			Kandé**
262			Kandialang**
263			Kénia**
264			Lyndiane II**
265			Tété Diedhiou**
266			Baghagha***
267			Boucotte Est***
268			Boutoupa***
269			Bourofaye Diola***
270			Kaguite***
271			Kandé Alassane***
272			Diagnon***
273			Dialang***
274			Lyndiane I***
275			Malick Fall***
276			Mpack***
277			Néma 2***
278			Niassaya***
279		Bignona 1	Badiouré*
280			Diango*
281			Mampalago*
282			Coubalan**
283			Djibidione**
284			La Sorbonne**
285			Niamone 1**
286			Suelle**
287			Ahoune Sané***
288			Argang Bessire Sonko***
289			Kagnarou***
290			Ndiéba***
291			Niamone 2***
292			Niankitté***

Number	Regional Academy	IDEN/IEF	Middle School
293			Ouonck***
294			Sindian***
295			Souda***
296			Soutou***
297			Tendieme***
298			Tenghory Transgambienne***
299			Tobor***
300			Oulampane***
301			Bandiagio***
302			Mangoule***
303			Madjedje***
304			Tenghory Arrondissement****
305			Soukoutene****
306		Bignona 2	Mlomp*
307			Thiobon*
308			Affignam**
309			Kagnobon**
310			Niomoune**
311			Mangangoulak**
312			Thionck Essyl**
313			Badiana***
314			Bandjikaky***
315			Darsalam Chérif***
316			Diouloulou***
317			Dianki***
318			Diatock***
319			Kabiline 2***
320			Kafountine***
321			Séléty***
322			Mandégane***
323			Abéné****
324			Baranly****
325			Biti biti****
326			Diannah****
327			Dombondir****
328			Hilloi****
329			Kabiline1****

Number	Regional Academy	IDEN/IEF	Middle School
330			Kataba1****
331			Koudioubé****
332		Oussouye	Aline Siteo Diatta*
333			Boucotte Diembéring*
334			Boukitingho*
335			Diembéring**
336			Oukout**
337			Sigannar**
338			Cap Skiring***
339			Kagnout***
340			Effok***
341			Elinkine***
342			Youtou***
343			Oussouye 2****
344			Loudia Ouloff****

Partnerships with the middle schools in the regions of Fatick and Tambacounda came to an end in September 2013, as a result of a request from USAID/Senegal to have the project more closely align with the new USAID education strategy.

Three of the schools identified as partners in the beginning of the last fiscal year of the project were not included in the total number reported in the Performance Monitoring Plan (PMP; see Annex V). These schools were: Saiensoutou, in the region of Kédougou; Saré Yoba in Kolda; and, Diareing in Sédhiou. Although the math and French teachers in the three schools received training in the remediation program and their school management committee members received training in the School Self Assessment (SSA) process, the three schools did not complete either the remediation program or the SSA process. Therefore, although they appear on this list, they were not included in the total number reported in the PMP. Therefore, in the PMP, the final number of partner schools reported is 341, not 344.

Annex II: List of Reports, Studies, Tools, and Guides Developed by EPQ

Component 1

1. Etat des lieux des écoles de formation des instituteurs (EFI) : Diourbel, Kaolack, Kolda, Tamba, Sédhiou et Zig, June 2011.
2. Etat des lieux de la formation à distance dans le système éducatif Sénégalais, May 2013.
3. Etude portant sur l'intégration de la dimension genre et de la dimension sociale dans le guide du mouvement national du personnel de l'enseignement, May 2013.
4. Projet d'augmentation du nombre de femmes enseignantes dans l'enseignement moyen en zone rurale : Orientation pour un paquet minimum de services, August 2012.
5. Guide de bonnes pratiques des cellules genre, May 2012.
6. Guide pratique pour le sous-secteur du moyen – Dimension genre : facteur clé d'une éducation de qualité, Septembre, 2011.
7. Etude de faisabilité des Centres régionaux de formation des personnels de l'éducation (CRFPE); Rapport final, January 2012.
8. Normes de performance du professeur de collège, November 2011.
9. Guide d'observation des performances en classe des enseignants.

Component 2

1. Guide d'élaboration du plan d'amélioration de la qualité, Novembre 2011 (revised September 2013).
2. Guide d'autoévaluation du collège, September 2011 (revised September 2013).

Component 3

1. Boite à outils : Aides et remédiation aux compétences de base en Mathématiques, September 2011 (revised June 2013).
2. Boite à outils : Aides et remédiation aux compétences de base en français, September 2011 (revised June 2013).
3. Remédiation des compétences de base on Français et en mathématiques : Cahier du stagiaire – September 2011 (revised June 2013).
4. Remédiation des compétences de base on Français et en mathématiques : Guide de formateur – September 2011 (revised June 2013).
5. Organiser un camp de vacances en milieu rural, une innovation de taille – May 2013.

Component 4

1. Rapport sur l'évaluation des besoins des jeunes – USAID/EPQ, August 2010.
2. Rapport de l'étude diagnostique sur les CDEPS de Kolda, Kédougou, Ziguinchor et Sédhiou; April 2011.
3. Evaluation de l'impact des activités du programme pilote de la composante employabilité des jeunes : Kédougou, Sédhiou, Ziguinchor et Kolda – August 2013.

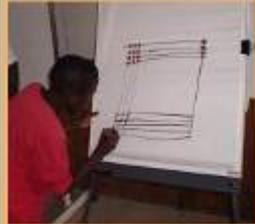
Component 5

1. Guide d'éducation inclusive : guide du formateur, November 2012.
2. Guide d'éducation inclusive : guide du stagiaire, November 2012.

Suivi/Evaluation & Communication

1. Rapport sur les Indicateurs de Performance (Octobre 2010–Septembre 2011);
January 2012.
2. Rapport sur les Indicateurs de Performance (Octobre 2011–Septembre 2012);
January 2013.

Annex III: Report on the EPQ Remediation Program: 2013–2014



USAID/EPQ Rapport technique de l'impact de la remédiation en 2013/2014

septembre 2014

Financé par USAID et exécuté par RTI International en collaboration avec le Ministère de l'Education



USAID/EPQ : Rapport technique de l'Impact de la remédiation en 2013/2014

USAID Cooperative Agreement : 685-A-00-10-00124-00

Préparé pour
USAID/Senegal
AOR: Sala Ba

Préparé par
RTI International
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Research Triangle Park, NC 27709-2194

Les éléments fournis dans le présent document ne reflètent pas nécessairement les points de vue de l'USAID ou du Gouvernement américain.

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1. Introduction

Le projet s'est engagé pendant quatre années scolaires de 2010 à 2014 aux côtés du ministère de l'éducation nationale à améliorer les compétences de base des élèves en français et en mathématiques pour être en phase avec les objectifs du PDEF puis du PAQUET-EF de la scolarisation de base. Le projet a développé un dispositif de développement intégral du collège dans lequel, l'amélioration des compétences de base en français et en mathématiques à travers les séances de remédiation devrait occuper une place centrale. Les outils de remédiation ont été entièrement élaborés par des ressources humaines nationales avec un accompagnement d'experts internationaux.

Pendant trois ans, le projet a collaboré avec un certain nombre de collèges dans six académies (Fatick ; Kédougou ; Kolda ; Sédhiou ; Tambacounda et Ziguinchor), et dans sa dernière année dans seulement quatre (Kédougou ; Kolda ; Sédhiou et Ziguinchor). Dans chacune de ces académies, la ressource locale a été privilégiée dans un souci de faciliter la pérennisation. Dans sa dernière année, le projet a impliqué tous les 260 collèges des quatre régions partenaires, aucun collège n'était laissé en rade. La quasi-totalité des professeurs de français et de mathématiques de ces quatre académies ont été formés aux techniques de ce type de remédiation et au maniement de ses outils.

L'objet du présent rapport est d'évaluer l'impact de ces programmes de remédiation dans les CEM des quatre dernières régions en 2013-14.

2. Méthodologie

Pour un bon suivi de ce travail, le projet avait élaboré des outils de suivi et formé l'ensemble des responsables des bureaux de l'enseignement moyen des IEF et des IA à la collecte, au traitement et la remontée des données. Il faut noter que le projet a rencontré quelques difficultés dans ce domaine de collecte et de remontée des données de la base. Ainsi, des collèges n'ont pas pu déposer ces outils et d'autres ont envoyé des pièces inexploitable.

L'analyse a été faite de façon globale pour montrer s'il en était le cas la plus value que ce type de remédiation pouvait apporter dans le cadre de l'amélioration de la qualité des enseignements apprentissages dans nos collèges en français et en mathématiques.

La première partie de l'analyse des données consiste en la détermination du pourcentage d'élèves possédant les compétences de base avant le démarrage des cours de remédiation. Ce pourcentage est obtenu à partir des résultats des tests diagnostiques que les CEM organisent aux premiers mois de l'année scolaire. Tous les élèves en 6ème, 5ème et 4ème sont testés, à partir desquels résultats l'on détermine combien font preuve de maîtrise des compétences de base en maths et en français.

L'accroissement du pourcentage d'élèves ayant les aptitudes fondamentales dans ces deux disciplines se déduit du taux de réussite des élèves qui ont suivi les cours de

remédiation. Donc, la seconde partie de l'analyse consiste à déterminer le pourcentage d'élèves dits « remédiés » à la fin de l'année scolaire. L'impact des cours de remédiation pour chaque niveau d'étude se mesure par l'augmentation du pourcentage des élèves ayant des compétences de base après le déroulement des cours de remédiation. On note qu'il n'est pas possible de faire une distinction entre la contribution des cours de remédiation des connaissances et compétences qu'ils auraient développées pendant encore une année de scolarisation. Pourtant, nous postulons que les compétences fondamentales visées par les actions de remédiation sont différentes de ce que les professeurs enseignent lors des classes normales dans les deux disciplines. Ceci nous permet d'attribuer l'accroissement des capacités des élèves dans les domaines de compétence concernées à leur participation active aux séances de remédiation.

Pour faciliter la synthèse de l'information, on traitera les deux disciplines pour chacune des trois années d'étude, et désagrègera par sexe. On a considéré la moyenne des résultats des élèves pour les cinq compétences évaluées en français et, séparément, pour les cinq aussi testées en maths. Ces moyennes ainsi reflètent les aptitudes globales des élèves dans les deux matières.

Il s'avère important de noter que les deux points de comparaison – pourcentage d'élèves avec des compétences de base au début et à la fin de l'année scolaire – ont été calculés pour l'ensemble de collèges dont les données sont disponibles. Etant donné qu'à peu près 10% des collèges n'ont pas fourni les données nécessaires, l'analyse n'est qu'un reflet de la performance du programme de remédiation dans les collèges pour lesquels la collecte et la remontée ont été effectives. L'absence des données de certains collèges empêche l'interprétation des résultats désagrégés par région car il n'est pas possible de déterminer son impact sur ce type de synthèse régionale. Cependant, ces facteurs limitants n'enfreignent ni la présentation des résultats globaux, ni leur interprétation.

3. Résultats de l'analyse des données

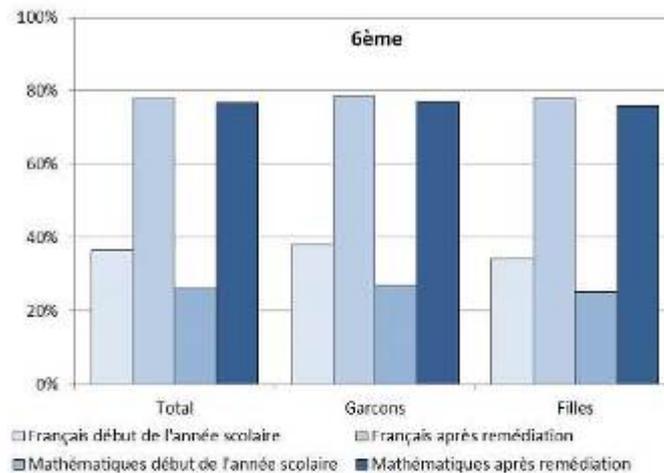
Suivant la méthodologie expliquée ci-dessus, les tableaux et les graphes suivants présentent les résultats des analyses. Chaque tableau présente l'impact du programme de remédiation pour chaque niveau d'étude – 6ème, 5ème, et 4ème – pour l'ensemble des CEM dans les quatre régions pendant l'année scolaire 2013-14. L'augmentation du pourcentage des élèves ayant les compétences de base en français et en math se perçoit de façon nette par exemple pour la 6ème dans le tableau ci-dessous.

6^{ème} Pourcentage moyen d'élèves ayant les compétences de base en :

	Français		Mathématiques	
	Début de l'année scolaire	Après la remédiation	Début de l'année scolaire	Après la remédiation
Total	37%	78%	28%	77%
Garçons	38%	78%	27%	77%
Filles	34%	78%	25%	76%

Pour le français, le pourcentage des élèves possédant les compétences de base a plus que doublé après le déroulement des cours de remédiation aussi bien pour les garçons que pour les filles. Pour le cas des mathématiques, l'amélioration des compétences de base est même plus appréciable, car le pourcentage d'élèves acquérant les compétences de base grâce aux cours de remédiation triple celui des élèves au début de l'année.

Une illustration des augmentations significatives de la remédiation est présentée dans le graphique ci-dessous.



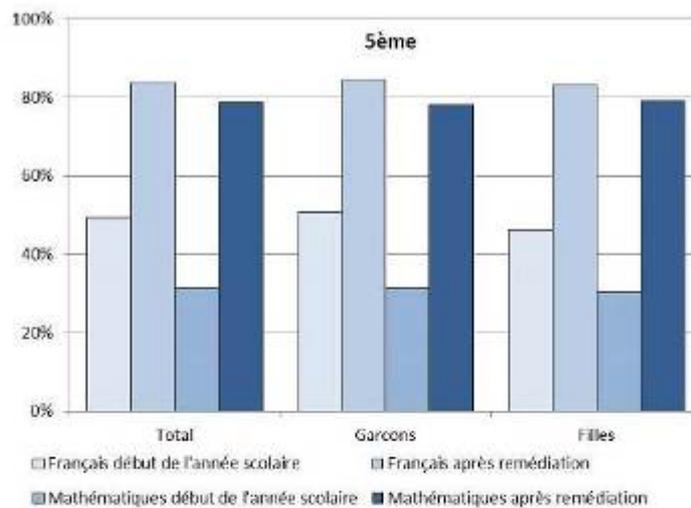
Les mêmes résultats ont été obtenus dans les autres niveaux d'étude. Le tableau et le graphique qui suivent montrent l'impact moyen en 2013-14 du programme de remédiation en 5ème. Il y a deux choses qu'on peut noter. D'abord, il y a un plus

grand pourcentage d'élèves prouvant les compétences en français et en math au début de l'année qu'il y en avait en 6ème. Deuxièmement, le pourcentage d'élèves ayant atteint un niveau de compétence acceptable après la remédiation dépasse légèrement celui des élèves de la 6ème (surtout en français).

En 5ème, comme en 6ème, il y a toujours une amélioration considérable du niveau d'acquisition des compétences fondamentales, aussi bien en français qu'en maths.

5^{ème} Pourcentage moyen d'élèves ayant les compétences de base :

	Français		Mathématiques	
	Début de l'année scolaire	Après la remédiation	Début de l'année scolaire	Après la remédiation
Total	49%	84%	31%	79%
Garçons	51%	84%	31%	78%
Filles	49%	83%	30%	79%

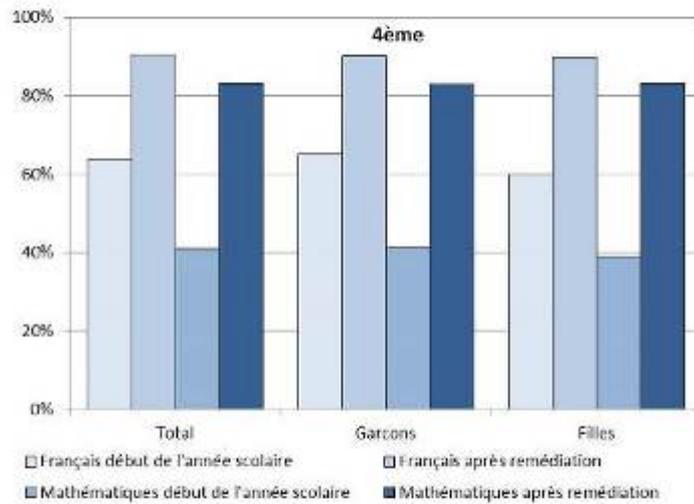


S'agissant de la 4ème, on constate dans le tableau et le graphe ci-dessous que les niveaux des élèves en français et maths au début et à la fin de l'année scolaire sont encore plus élevés et que la remédiation a bien contribué à un accroissement du pourcentage des élèves ayant les compétences de base dans les deux disciplines.

4^{ème}

Pourcentage moyen d'élèves ayant les compétences de base

	Français		Mathématiques	
	Début de l'année scolaire	Après la remédiation	Début de l'année scolaire	Après la remédiation
Total	64%	90%	41%	83%
Garçons	65%	90%	41%	83%
Filles	60%	90%	39%	83%



En revoyant les résultats de la remédiation dans les trois niveaux d'études, il est évident que l'impact de l'intervention s'est manifesté de façon équitable. Les filles et les garçons ont pu améliorer leur acquisition des compétences de base à travers les cours de remédiation. Présentant un pourcentage en dessous de celui des garçons à la suite des tests, les proportions des filles ayant amélioré les compétences fondamentales en français et en mathématiques après la remédiation dans les trois niveaux d'étude égalent celles des garçons.

4. Conclusion

Il apparaît clairement que la prise en charge des difficultés des élèves arrivant nouvellement au collège à travers ce type de remédiation est une solution pour l'amélioration de la qualité des enseignements apprentissages. Si nous sommes tous

convaincus que la non maîtrise des compétences de base en français et en mathématiques peut considérablement réduire les chances de réussite des élèves, il devient nécessaire de trouver des voies et moyens pour aider ces apprenants à persévérer dans le cycle. L'expérimentation de ce type de remédiation dans les différentes académies partenaires du projet USAID/EPQ a fini de montrer que le système gagnerait en institutionnalisant ce modèle. Cette remédiation pourrait être un excellent prétexte de mise en place de cellules fonctionnelles réunissant les collègues de l'élémentaire et ceux du collège dans un souci du cycle fondamental.

Annex IV: Compilation of EPQ Success Stories



SUCCESS STORY USAID/EPQ

TEACHER TRAINING AND GOOD GOVERNANCE IMPACT EDUCATION QUALITY

Providing training to teachers and principals, and fostering transparency and good governance of school resources can impact education quality

The middle school of Gabou is a rural middle school built with USAID support. Miles from the regional capital of Tambacounda, and even further from the capital of Senegal, it has faced a number of challenges since its establishment. Nonetheless, with USG support the school now claims one of the highest BFEM (10th grade certificate) passing rates in the country.

In 2008, the Gabou Middle School had dismal education indicators. Teachers and students frequently went on strike, the community was not involved, the drop-out rate was increasing, school resources went missing, and the BFEM passing rate was less than 10%.



It was then that things began to change. Realizing that the teaching staff was comprised of untrained, uncertified teachers, USAID provided training to teachers in Gabou as well as other rural middle schools on such

topics as “designing a lesson plan,” “classroom management,” “developing critical thinking,” and “student-centered learning.”

To address the need for leadership and management training, USAID and its ministry partners developed a series of training modules for school principals on leadership, ethics, and school management. Several tools were developed, including a School Self-Assessment tool, database management software, a library management tool, and a guide on how to carry out productive community forums.

In addition, research revealed that despite the fact that school management committees (CGE) had been mandated by law, more than half the schools (and more than three quarters of the rural schools) had no such committees in place. To address this need, USAID and its partners developed CGE training modules on such topics as “Forming a CGE,” “Identifying Roles & Responsibilities,” “Maintaining a Clean and Appropriate Learning Environment,” and “Conflict Resolution.”

Finally, to address the lack of community involvement in the schools, the USAID team worked with school principals, local religious and CBO leaders, government representatives, and members of the media to promote community involvement. Local radios broadcast messages on the importance of community involvement, and aired interviews with local actors and stakeholders. Community forums in local languages brought together community members to discuss the school budget, school resource management, and the results of the School Self Assessments. At the beginning of the school year, each community then identified its main priorities for the coming school

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year, and developed an Education Improvement Plan (PAQ) which detailed what each groups of actors (teachers, principal, CGE, community members, students, etc.) would do to attain the goals and objectives of its PAQ. Midway through the school year, another forum would bring together the community to discuss progress, and to see what needed to be done during the last half of the school year.

The results of the training and community mobilization activities have been remarkable. In Gabou, training and community participation have led to significant gains in education quality in the middle school. Fewer teacher strikes have been recorded, the percentage of student drop out has decreased, and the passing rate on the national 10th grade certification test (BFEM) has rocketed to 81% this year, one of the highest rates in Senegal.

“USAID empowered us,” states Moustapha Koumé, the principal of Gabou. “With the training and materials you gave to us and the tools you provided, we have proven to ourselves that even a small rural school hundreds of miles from Dakar can offer a good education and a future to our children.”

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SUCCESS STORY USAID/EPQ

RESOLUTION DE PROBLEMES ET GESTION DES CONFLITS

Le Conseil Municipal de Marsassoum capitalise les bonnes pratiques du PPR

Marsassoum est une commune située dans le département de Sédhiou, devenu région de Sédhiou en 2008. La population estimée à environ 8000 habitants vit essentiellement de l'agriculture, de la pêche et de petits commerces et un bac permet de traverser le fleuve Soungrougrou.

Grâce à un appui de l'USAID, un programme de formation en « life skills » a été mis en œuvre par le projet USAID/EPQ dans cette localité comme un peu partout dans la région naturelle de Casamance. Il s'agit du curriculum « Passeport Pour la Réussite » (PPR) dont l'objectif est de cultiver chez les jeunes des habiletés pouvant les préparer à une vie sociale et professionnelle fondée sur le sens de responsabilité. Ce curriculum de formation est axé sur des thèmes importants, tels que le développement personnel, la résolution de problèmes et gestion de conflits, l'hygiène de vie saine, le succès en milieu de travail, l'apprentissage par le service.

C'est d'ailleurs dans l'application du module consacré à la «résolution de problèmes et gestion des conflits » où l'on a enregistré des bonnes pratiques que le Conseil municipal de Marsassoum a décidées de capitaliser au profit des populations.

Appréciant l'impact sur le changement de comportements chez les jeunes ayant bénéficié du programme PPR, le Conseil municipal a donc créé une commission de règlement et gestion de conflits composée de personnes ressources dont les formateurs (facilitateurs) du programme « Passeport pour la réussite ». Cette commission a comme mission principale :

- Prévention les conflits au niveau des populations de la commune de Marsassoum ;
- Gestion et règlement de conflits ;
- Suivi des cas résolus.

Au sein de cette commission où siègent quatre facilitateurs dudit programme, l'apport des leçons apprises du module gestion des conflits est apprécié. Alassane NDIAYE, maire de Marsassoum, constate que « grâce aux compétences des facilitateurs du PPR, tous les cas soumis à cette commission ont trouvé des solutions heureuses ».

Cette commission de règlement et de gestion de conflits mise sur pied au début de l'année 2013 a, jusqu'ici, permis de traiter avec succès une dizaine de cas. Parmi les

« Grâce aux facilitateurs et aux jeunes ayant reçu la formation du Passeport pour la réussite, beaucoup de foyers de tension ont été éteints, les jeunes les plus têtus véhiculent désormais des messages de sagesse, tout est arrangé dans les zones de pêche. Bizarrement, les Associations sportives et culturelles (Asc) sont devenues non violentes et les délégués des quartiers reçoivent de moins en moins des plaintes ».



dossiers soumis, celui concernant un litige foncier a le plus marqué les esprits. Un cas difficile dont

Fatoumata Faty, un des formateurs et membre de cette commission se rappelle encore car, les deux familles qui se disputaient un terrain d'habitation ont failli se battre. L'autosaisine de ce dossier par la commission a permis d'appliquer les méthodes du module de gestion des conflits pour résoudre ce cas. Aujourd'hui, ces deux familles ont dépassé ce problème et entretiennent de bonnes relations.

Le maire de la ville va plus loin en confirmant les bons résultats obtenus par cette commission amenée par les facilitateurs du PPR : « Grâce aux facilitateurs et aux jeunes ayant reçu la formation du Passeport pour la réussite, beaucoup de foyers de tension ont été éteints, les jeunes les plus têtus véhiculent désormais des messages de sagesse, tout est arrangé dans les zones de pêche. Bizarrement, les Associations sportives et culturelles (Asc) sont devenues non violentes et les délégués des quartiers reçoivent de moins en moins des plaintes ».

C'est pourquoi, très satisfait des résultats obtenus par cette commission depuis le démarrage de ses activités, le maire pense déjà à renforcer cette initiative pour éviter au maximum que les problèmes de ses administrés parviennent à la gendarmerie ou à la justice. A cet effet, il compte envoyer une lettre de satisfaction aux structures ayant initié ces formations mais également demander la poursuite et l'intensification de ce programme car, « véritablement, les jeunes ont réussi là où les adultes ont échoué ».

Mme Faty constate que c'est la proximité entre la mairie et la gendarmerie qui leur permet d'intercepter les plaintes afin de les traiter à l'amiable car l'autosaisine des dossiers litigieux constitue une des stratégies phare de la commission.

Ces cas traités à un niveau structurel n'éclipsent pas pour autant les cas traités individuellement. Pour elle, c'est devenu désormais un réflexe pour tous ces facilitateurs de s'impliquer dans la résolution des conflits de la localité.



SUCCESS STORY USAID/EPQ

IMPACT DU PROGRAMME DE FORMATION « OPPORTUNITES DE MARCHÉ » A KEDOUGOU

Grâce à l'USAID, un jeune de Kédougou mène aujourd'hui son propre business

Bakary Keïta est un jeune de Kédougou ayant abandonné l'école en classe de première pour exercer de petits métiers sans revenus considérables. Après plusieurs errements et des vaines tentatives de décrocher un travail dans les projets, il eut la chance de bénéficier d'un appui de l'USAID à travers une formation sur le module « Opportunités de marchés » dont l'objectif est d'aider les jeunes à identifier les possibilités et de s'insérer dans la chaîne de valeurs d'un domaine d'activité donné, laquelle formation est exécutée dans le cadre des activités de la composante « Employabilité des jeunes » du Projet USAID/EPQ.

Avant cette formation, Bakary reconnaît être inactif : « pratiquement, je ne faisais rien avant cette formation mais, j'ai aussitôt compris que j'avais une opportunité à saisir étant donné que j'ai tenté beaucoup de métiers après avoir abandonné l'école ; je ne vendais même pas ».



Grâce à l'appui de l'USAID, ce jeune est parvenu à obtenir sa propre boutique et à mener son business

C'est après avoir suivi ledit module de formation et devenu facilitateur qu'il a osé se lancer dans le commerce en commençant par la vente de glace, de jus en comptant sur son propre budget estimé à 20 000 FCFA car, il ne s'attendait pas à ce que le Projet lui donne de l'argent. Le jeune marchand avoue que « c'est la formation que j'ai reçue qui m'a permis d'avoir beaucoup

d'idées, de connaître les voies et moyens, les risques ; j'ai bien suivi la formation et bien lu les modules. J'ai pris les exemples qui se trouvaient dans les documents qu'on nous avait remis, j'ai essayé de les appliquer et j'ai réussi ». Aujourd'hui, le résultat est là : « J'ai commencé à vendre au marché en étalant ma marchandise par terre et aujourd'hui, j'ai une boutique au marché central de Kédougou qui peut générer des bénéfices allant jusqu'à 50 000 F CFA par mois sans compter les placements que je fais selon les opportunités sur les marchés.

« Je trouve que le Projet USAID/EPQ m'a beaucoup aidé et qu'il est une opportunité pour les jeunes d'aller de l'avant. C'est sûr que je n'hésiterai à suivre une autre formation pour améliorer mes connaissances »



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Mieux, le jeune Keïta appuie également une demi-douzaine de jeunes de sa cohorte en leur accordant un petit crédit leur permettant de mener quelques activités génératrices de revenus : « par exemple, je leur prête la somme de 2000 F pour qu'ils puissent acheter du poisson à revendre au marché ». Tout en invitant ses jeunes camarades, à s'intéresser à ces formations du Projet USAID/EPQ et en valoriser ces connaissances. Il remercie le projet USAID/EPQ et lui demande surtout de permettre au maximum de jeunes de bénéficier de cette formation pour qu'ils saisissent eux aussi leurs chances.

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SUCCESS STORY USAID/EPQ

PARTNERS IN ADDRESSING SCHOOL NEEDS

US Embassy employee helps a rural school

Under USAID's Education Priorité Qualité (EPQ) project, middle schools in their respective communities in the Casamance and Kédougou have been trained to carry out School Self-Assessments and develop annual School Improvement Plans. To do this, each school and its community meet at the beginning of each school year to carry out a school self-assessment, after which they hold a community forum to review the results of the assessment and decide what they can do to improve the quality of education in their school. This past year, the middle school of Gadapara in Kolda wanted to make it possible for one of its students to attend school. The young man, Bacary Mballo, was unable to attend school because of a mobility issue: he needed a wheelchair.



Bacary with fellow students, school principal, teachers, and community members with envelope of money collected for wheelchair that will now be used to build ramps to the classrooms and toilets.

The community raised money to purchase one for him and, then, because there were no wheelchairs for sale in Kolda, the principal contacted the EPQ office in Dakar. EPQ, in turn, contacted organizations in Dakar, including the American embassy. It was there that Vicki Loffelmann responded, saying she had an extra wheelchair that she would be willing to donate to Bacary. She and her husband bought new tires for the wheelchair, and sent it to the middle school. There, in a ceremony headed up by the EPQ regional coordinator and the school principal, it was

presented to Bacary, along with a letter of encouragement from Vicki. The school was then able to use the funds raised for the purchase of the chair to build ramps to the school buildings so that Bacary and other handicapped students can attend school.

School Self-Assessments and School Improvement Plans have had a great impact on school governance and community mobilization and empowerment, as communities become more involved in improving the education quality of their respective schools.



SUCCESS STORY USAID/EPQ

MISE EN ŒUVRE DU PROGRAMME PASSEPORT POUR LA REUSSITE A OUSSOUYE

L'USAID pacifie le CEM Aline Sitoé Diatta et l'aide à améliorer ses performances scolaires

Le Collège Aline Sitoé Diatta situé au sud du Sénégal dans le département d'Oussouye (région de Ziguinchor) polarise plusieurs villages environnants. Ouvert en 1981, il compte quelques 916 élèves. Dans ce CEM, Oumar Bâ, élève en classe de 3^{ème}, avoue n'avoir pas été un modèle au début de l'année dernière : « En classe de 4^{ème}, je séchais beaucoup les cours surtout ceux d'Anglais. Je m'habillais mal et refusais de porter la tenue et d'être correct à l'école. Au premier semestre, je me suis retrouvé avec une moyenne semestrielle de 7/20 ». Un cas non isolé selon M. Oumar Dramé, professeur de lettre Histoire géographie et facilitateur du PPR qui rappelle qu'il y avait des problèmes de discipline et des perturbations au niveau du collège.



Ces jeunes collégiens suivent des cours de life skills appuyés par l'USAID

Grâce à un appui de l'USAID, un programme de formation en « life skills » a été mis en œuvre dans la région de Ziguinchor. Il s'agit du curriculum « Passeport Pour la Réussite » (PPR) dont l'objectif est de cultiver

chez les jeunes des habiletés pouvant les préparer à une vie sociale et professionnelle fondée sur le sens de responsabilité. Ce curriculum est axé sur des importants thèmes, tels que compétences personnelles, habitudes saines, et gestion des conflits.

Au bout de 19 leçons (sur 60), le Principal et les professeurs notent que le programme commence à connaître un réel succès au sein de l'établissement et à impacter sur les performances scolaires et les comportements des différents bénéficiaires. Oumar reconnaît que « grâce au PPR, mes résultats scolaires se sont améliorés et j'ai changé aussi de comportement. Je porte désormais la tenue et m'habille correctement, je suis devenu assidu. De 44 absences au premier semestre, je me suis retrouvé avec seulement 3 absences au second semestre et j'ai pu obtenir une moyenne de 11,67/20 ».

« J'apprécie vraiment cette approche ; il faut dire que c'est quelque chose qui manquait à l'école car on y prenait que des cours. Il n'y avait pas de formatage de l'élève pour qu'il prépare son avenir. Je félicite le Projet USAID/EPQ. »

*--Père de Oumar Ba, élève au
CEM Aline Sitoé Diatta, Ziguinchor*

Ce changement n'a pas échappé son à père: «l'encadrement à l'école l'a aidé à opérer un changement et j'ai d'ailleurs remarqué qu'il s'est assagi. Je souhaite vivement la pérennisation des acquis de ce programme », dit-il.

De même, les filles sélectionnées dans les classes de quatrième ont toutes vu leurs résultats nettement améliorés. A la fin du semestre, elles ont occupé les premières places dans leurs classes respectives. D'ailleurs, l'une d'entre elles est passée d'une moyenne de 12/20 en quatrième à une moyenne de 15/20 en classe de troisième. Selon le principal du collège, les filles qui suivent ces cours sont devenues des modèles au sein de l'établissement et là, ce sont des acquis qu'on ne peut pas ignorer. Il constate que les meilleurs élèves de l'établissement sont ceux encadrés par le programme. Mieux, dit-il, ce programme a « pacifié l'espace scolaire et cela est important pour nous car, avant l'intervention de ce programme il y avait toujours des perturbations ».

Les facilitateurs reconnaissent aussi la contribution substantielle du programme à leur approche pédagogique, notamment dans leurs méthodes d'animation et d'enseignement, sur leurs relations avec les apprenants qui se sont progressivement améliorés. « Personnellement, le programme m'a beaucoup aidé dans la gestion de la classe. Depuis son démarrage, je n'ai plus renvoyé un seul élève de la classe pour motif d'indiscipline. C'est vraiment un programme qui aide à la gestion de la classe », se réjouit M. Dramé.

L'attachement des jeunes, des facilitateurs et du principal au programme, les résultats et performances scolaires des apprenants ainsi que leur implication dans la vie de l'établissement constituent autant d'indicateurs positifs qui ont incité le principal à prendre des dispositions allant dans le sens de renforcer l'implantation du programme dans l'établissement.



SUCCESS STORY USAID/EPQ

L'USAID APPUIE LE MAINTIEN DES FILLES AU COLLEGE

Les grossesses précoces des filles du CEM de Sadioga constituaient un obstacle majeur aux efforts de scolarisation à terme des filles. Mais grâce au forum communautaire soutenu par l'USAID/EPQ, la communauté a pu toucher le problème



du doigt. Les filles de Sadioga se sont engagées à travers un serment à ne plus tomber enceinte au cours de leur cursus scolaire et à dire non au mariage précoce. Elles ont toutes signé le serment.

Depuis qu'elles ont prêté serment devant leurs parents, enseignants et responsables, aucun cas de grossesse, de mariage précoce et d'abandon scolaire n'a été enregistré chez les filles.

Désormais, toutes les filles inscrites recevront le texte à chaque rentrée scolaire et prêteront serment.

L'USAID renforce les capacités de base des élèves en français et en maths

Avant l'arrivée du Projet USAID/EPQ, les élèves du CEM Ndiosmone avaient un faible niveau en français et en mathématiques. L'une des conséquences majeures était le taux de redoublement des élèves. Le Projet a alors formé les professeurs de maths et de français et a accordé une subvention au collège pour dérouler un programme de remédiation pour les élèves de 6^{ème} et de 5^{ème}. Lors des premières évaluations qui ont suivi les cours de remédiation, une nette amélioration des résultats a été constatée surtout en mathématiques. Le taux de redoublement a beaucoup baissé au bonheur des élèves et des parents, amenant les membres du CGE à examiner les moyens de pérenniser ces cours de remédiation.

« Nous avons beaucoup apprécié l'intervention du Project USAID/EPQ. Des professeurs et des Chefs d'établissement ont été formés à la remédiation. Nous comptons poursuivre les activités de remédiation et voir avec le CGE comment motiver les PCR. La remédiation a donné des résultats très satisfaisants : les élèves se sont surtout améliorés en maths et les bonnes notes du second semestre le prouvent bien. Le taux de redoublement a chuté : zéro redoublant dans l'une des classes de 5^{ème} et seulement 3 redoublants dans l'autre. Nous souhaitons que le projet continue ses activités pour le bien d'école sénégalaise. »

Cherif Diop
Principal CEM de Ndiosmone

Grace à L'USAID, le jeune collège de Koulor se développe

« Le taux de scolarité était très faible à Koulor. Les populations étaient réticentes à envoyer leurs enfants à l'école, surtout les filles exposées aux mariages et aux grossesses précoces. Mais grâce au forum communautaire et à la campagne de sensibilisation initiés avec l'appui de l'USAID/EPQ, le taux de scolarité s'est amélioré surtout chez les filles et mieux, les communautés sont plus impliquées dans les activités de l'école. ».

*El Hadji Jim Sarr,
Principal CEM Koulor*

Les débuts du collège de Koulor n'ont pas toujours été faciles. Le taux de scolarisation des filles était très faible. Les parents refusaient de les scolariser, n'y voyant aucun intérêt. Soutenu par le Projet USAID/EPQ, le collège a organisé un forum communautaire et s'est lancé dans une campagne de sensibilisation pour la scolarisation des filles de Koulor et des villages environnants.

Au sortir de ces activités de proximité, beaucoup de villageois ont changé la perception qu'ils avaient de l'école et y envoient désormais leurs enfants. Le taux de

scolarisation s'est nettement amélioré. En outre, grâce à l'USAID/EPQ, les professeurs ont pu bénéficier de cours de remédiation permettant ainsi d'améliorer le niveau des élèves en français et en maths.

L'USAID renforce les compétences de base des élèves du CEM Ouro Himadou en français et en maths

Avant l'arrivée du Projet USAID/EPQ, les élèves du CEM Ouro Himadou avaient un faible niveau en français et en mathématiques. Moussa Ba, principal du collège se rappelle : « après les tests diagnostiques, j'ai été éccœuré par la faiblesse du niveau de mes élèves de 6^{ème} et 5^{ème} en maths et français. » Le Projet a alors formé les professeurs de



maths et de français et a accordé une subvention au collège pour dérouler un programme de remédiation pour les élèves de 6^{ème} et de 5^{ème}. Lors des premières évaluations qui ont suivi les cours de remédiation, une nette amélioration des résultats a été constatée au bonheur des élèves et des parents, amenant les membres du CGE à examiner les moyens de pérenniser ces cours de remédiation.



SUCCESS STORY USAID/EPQ

L'USAID AIDE LE COLLEGE DE FONGOLIMBI A S'APROVISIONNER EN EAU

Des cours du programme Passeport Pour la Réussite (PPR) ont permis de résoudre le problème

Fongolimbi est un chef-lieu d'arrondissement niché dans les montagnes et à 27 kilomètres de la capitale régionale Kédougou. Dans cette partie Sud-est du pays, les températures peuvent facilement y atteindre 45 degrés durant l'année scolaire.



Les membres du club PPR au CEM Fongolimbi

Depuis sa création en 2004, le Collège situé à un kilomètre du village est confronté à un sérieux problème d'eau. Parfois, pour démarrer leurs enseignements, les professeurs utilisent des mouchoirs secs pour effacer les tableaux. Quant aux élèves, ils sont obligés après les séances d'Education physique, de suivre les cours suivants assoiffés et sans se laver les mains ni les pieds. Pis, ceux qui ont soif ou envie de faire un besoin

naturel sont obligés de patienter jusqu'à la descente pour se désaltérer ou se soulager.

En étudiant la dernière unité intitulée « apprentissage par le service » du cours sur le programme Passeport Pour la Réussite (PPR), les élèves du premier groupe bénéficiaire de cette formation ont évoqué à l'unanimité dans les ateliers, un problème qu'ils vivaient tous : le manque d'eau au sein du collège. C'est ainsi qu'ils se sont engagés à résoudre ce problème en élaborant un plan d'action pour une durée de trois mois. Ce faisant, ils se sont organisés en quatre groupes (10 élèves /par groupe) et chaque groupe devrait approvisionner le collège en eau pendant une semaine dans le mois. A cet effet, le responsable de groupe nommé par ses camarades leur rappelait la semaine de travail et, en collaboration avec le surveillant et les facilitateurs, il marquait dans un cahier le travail effectué par son groupe. Pendant ces trois mois, les élèves ont correctement approvisionné le collège en eau avec des seaux et des bidons qu'ils transportaient sur des vélos ou sur leurs têtes. Dans chaque classe, ils plaçaient un seau d'eau pour la boisson et le reste était laissé à la direction sous le contrôle des surveillants pour les tableaux et d'autres besoins.

La réalisation de ce projet de service communautaire intitulé « Approvisionnement en eau du Collège » a été rendu possible par un appui de l'USAID. En effet, ce sont 300 litres d'eau qui sont fournis chaque jour au collège pour éteindre la soif de 424 élèves et du personnel administratif et, régler tous les autres besoins en eau. Selon Eva Diadiou, facilitatrice du PPR au CEM de Fongolimbi, cet appui de l'USAID a également permis de mener des activités de sensibilisation sur cette problématique et d'organiser une journée de partage des résultats entre les facilitateurs et les élèves bénéficiaires du programme et les autres élèves, les professeurs, parents, partenaires de l'éducation à savoir les jeunes les groupements de femmes, les autorités de la localité et les professeurs sur les problèmes de l'eau au collège.



Les élèves du CEM de Fongolimbi ont créé un club pour mieux gérer l'utilisation de l'eau à l'établissement.

A cet effet, les solutions suivantes ont été proposées :

- Mettre en place un comité de gestion d'eau
- Etablir un calendrier dès l'ouverture pour toutes les classes
- Créer une caisse de solidarité d'approvisionnement en l'eau (demander une somme lors des inscriptions, organiser des activités lucratives, solliciter un soutien auprès des partenaires et personnes de bonne volonté)



Selon Ibrahima Bana Bâ, professeur à Fongolimbi, « cet appui de l'USAID est salué par toute la communauté éducative. Le programme PPR a été très apprécié par les élèves qui se sont sentis responsabilisés. En plus de régler le problème de l'eau du collège, il leur a permis se rapprocher.»



Le rêve des élèves devient réalité

Avant l'arrivée de l'USAID/EPQ à Fatick, le CEM de Missirah ne disposait pas de toilettes adéquates et fréquentables pour les filles. A la suite du forum communautaire appuyé par le Projet, la communauté a décidé de se mobiliser pour trouver une solution à ce problème. Aujourd'hui, l'école dispose de toilettes fonctionnelles séparées, permettant aux élèves d'avoir un meilleur environnement scolaire et de fournir de meilleurs résultats.

L'eau coule à flot au CEM de Ndiosmone

Depuis sa création en 2005, le collège est resté confronté à un problème d'approvisionnement en eau. Pour boire, faire leur toilette ou effacer les tableaux, les élèves étaient obligés de chercher de l'eau, à tour de rôle, dans les concessions environnantes ou dans les puits. Le Projet USAID/EPQ a encadré la tenue d'un forum communautaire au cours duquel le problème de l'eau qui suppose au collège a été discuté et des solutions ont été proposées.



Borne fontaine réalisée au CEM Ndiosmone par l'APE après un forum communautaire

Aujourd'hui, grâce à aux efforts conjugués du projet et de la communauté, le collège de Ndiosmone est doté d'une borne fontaine. L'établissement ne connaît plus ces désagréments qui perturbaient le bon fonctionnement des cours. Les élèves peuvent dès lors se concentrer dans leurs études. Une amélioration a été notée dans les résultats scolaires au grand bonheur des parents.

Annex V: Performance Indicator Information

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Respon-sibility	FY 1 04/10-09/10	FY 2 10/10-09/11	FY 3 10/11-09/12	FY 4 10/12-09/13	FY 5 10/13-09/14	
OUTCOME 0: IMPROVED EDUCATION QUALITY IN SENEGAL											
0.A: # of learners enrolled in USG-supported middle schools (standard)	Students enrolled in middle schools supported by EPQ	Sex	MoE FAR data	Annual	EPQ	0	TBD	TBD	TBD	TBD	TBD
EPQ ACTUALS							41,478	76,769	81,056	108,996	308,299

This indicator was merely to be reported on. The project was able to complete this reporting requirement.

0.B: # of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services	Government adopts policies implementing, e.g., teacher/principal performance standards; youth development programs	NA	Activity Reports	Annual	EPQ	0	0	2	1	0	3
EPQ ACTUALS							1	3	0	1	5

O.B was a USAID standard indicator (standard indicators are highlighted in yellow throughout the document). The 5 laws, policies, regulations, or guidelines developed or modified that the project contributed to were: 1) creation of the regional training centers (CRFPE); 2) a Presidential decree that set the organizational structure of the CRFPEs; 3) a ministerial decree of application of the presidential decree; 4) a formal DEMSG directive and guidelines to IAs and school principals on how to institutionalize remediation hours and include remediation hours as part of the teaching schedule; and, 5) a Presidential decree to institutionalize remediation as an education quality improvement tool.

0.C: # of baseline or feasibility studies		NA	Activity Reports	Annual	EPQ	0	8	2	0	0	10
EPQ ACTUALS							4	4	3	1	12

EPQ completed 12 baseline or feasibility studies. These included: 1) a feasibility study on CDEPS; 2) a baseline study on the number of females in leadership roles within the MOE; 3) a study on youth employability in EPQ zones; 4) a baseline study on the number of female teachers in middle schools in target regions; 5) a CRFPE training needs study; 6) Teacher performance standards study; 7) Gender and social factors affecting MOE teacher recruitment and placement; 8) a study on inclusive education study; 9) a baseline survey on radio listeners and rural radio station capacity for community mobilization efforts; and 10) 3 baselines of math and French competency for students in 7th, 8th, and 9th grades.

0.D: # of information gathering or research activities	Information gathering or research activities" refer to efforts to gather and analyze information in a systematic fashion on a specific topic	NA	Activity Reports	Annual	EPQ	1	0	0	0	0	1
EPQ ACTUALS							0	1	1	0	2

EPQ completed 2 information gathering or research activities. These included: 1) research on the equipment and staffing needs of the CRFPEs; and 2) training needs of regional gender specialists.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Responsibility	FY 1 04/10- 09/10	FY 2 10/10- 09/11	FY 3 10/11- 09/12	FY 4 10/12- 09/13	FY 5 10/13- 09/14	
O.E: # of monitoring plans	plans designed to monitor the performance of a project or program.	NA	Reports, PMP	Annual	EPQ	1		1	1	0	3
EPQ ACTUALS						1		1	1	0	3

O.E. was a USAID standard indicator. EPQ developed and submitted 3 monitoring plans during the life of the Agreement, including 2 Performance Monitoring Plans (PMP), and 1 Environmental Mitigation and Monitoring Plan (EMMP).

O.F: # of people trained in monitoring and evaluation with USG assistance	These are individuals trained on M&E for the EPQ project, rather than a formal course on M&E	Sex	Activity Reports	Annual	EPQ	2	4	0	0	0	6
EPQ ACTUALS							31	0	0	0	31

O.F. was a USAID standard indicator. EPQ considerably surpassed this target. Originally, it was assumed that only one regional representative of the MOE needed to be trained in assisting with monitoring project activities; however, it became clear that monitors needed to be trained at the department level, also. As a result, 31 regional and department MOE staff members of the Division of Middle and Secondary School (DEMSG) were trained on monitoring and evaluation.

O.G: # of special studies		NA	Reports	Annual	EPQ	0	1	1	0	0	2
EPQ ACTUALS							1	0	1	0	2

The special studies that EPQ completed were: 1) a study on minimum incentives to recruit female teachers to rural schools in the target regions, and 2) Progress report on the decentralization of the CRFPEs which included an organizational study, two years following their establishment.

OUTCOME 1: A BETTER EDUCATED/MOTIVATED TEACHER WORKFORCE, THAT INCLUDES MORE WOMEN TEACHERS, WITH DEFINED CAREER STRUCTURE AND PEER SUPPORT (COMPONENT 1)											
OUTCOME 1.1. IMPROVED AND INCREASED OPTIONS FOR DELIVERY OF PRE- AND IN-SERVICE TEACHER TRAINING											
1.1.A: Number of CRFPEs created that provide pre and in service training to middle school teachers	The number of CRFPs created that are providing initial and/or in service training to middle school teachers.	Region	Project records	Annual	Component Leader M&E	0	2	5	8	8	8
EPQ ACTUALS						0/0	0/0	0/14	0/14	0/14	0/14

The CRFPEs were created by presidential decree with EPQ assistance. However, none of them are providing pre-service teacher training to middle school teachers. Rather, pre-service teacher training and certification of middle school teachers was left to the Faculty of Education (FASTEF) at the University of Cheikh Anta Diop in Dakar (and, at the end of the project, to faculties of education in other universities—Université de Gaston Berger (UGB), Bambei University, and the University of Ziguinchor). All 14 CRFPEs, however, were providing pre-service teacher training to elementary school teachers, and in-service teacher training to both elementary and middle school teachers. Thus, the 0/14 noted above represents 0 CRFPEs providing pre-service middle school teacher training, but 14 CRFPEs are providing in-service teacher training.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Respon-sibility	FY 1 04/10-09/10	FY 2 10/10-09/11	FY 3 10/11-09/12	FY 4 10/12-09/13	FY 5 10/13-09/14	
1.1.B: % of female MS teachers in CRFPs / regional training centers	% of MS teachers in CRFPs who are female (the percentage of females among teachers enrolled in the CRFP for pre or in-service training.	Region	Register of students enrolled in the CRFP	Annual (January)	Regional teams, M&E			Baseline	Baseline +10%	Baseline +25%	Baseline +25%
EPQ ACTUALS						0	0	0	0	0	0

Here again, because the CRFPs are not providing any long-term pre-service training to middle school teachers, there are no middle school teacher trainees enrolled in the CRFPs. CRFP trainers are providing in-service training to middle school teachers in response to MOE requests or needs expressed in school improvement plans (PAQ), but this training often takes place at the school or departmental level, and there is no formal enrollment at the CRFP level. To date, there is no established calendar of in-service training for all CRFPs; rather, each CRFP establishes its own calendar of training according to the needs of their respective teachers, in response to school requests, and according to their budget.

1.1.C: % of MS teachers entering the profession having participated in appropriate pre-service training	Percentage of teachers who begin their career after having completed a training at FASTEF or a CRFP	Region; Sex	FASTEF and CRFP, DRH	Annual (January)	Regional teams, M&E		Baseline	Baseline +10%	Baseline +17%	Baseline +25%	Baseline +25%
EPQ ACTUALS							22%	35%	100%	100%	100%

In fiscal year 2012-2013, the MOE set the policy that it would no longer recruit middle school teachers who were not certified. Since then, all middle school teachers entering the profession are certified.

1.1.D: % of teachers in supported schools who have appropriate training	Percentage of teachers in EPQ supported schools overall who have a professional diploma.	Region; Sex (see 1.1.E)	DRH	Annual (January)	Regional teams, M&E		Baseline	Baseline +10%	Baseline +17%	Baseline +25%	Baseline +25%
EPQ ACTUALS							23%	37%	23%	46%	33%

Because the number of supported school changed from year to year, this indicator also went up and down. With pressure from the MOE, FASTEF (the faculty of education responsible for providing pre-service training and certification to middle school teachers) increased its efforts to train and certify the teachers who had been recruited with no or little training (*vacataires* and *contractuels*). Therefore, there was a significant increase in the certification of already recruited teachers in the last year of the project. Overall, the average increase over the 4-year life of the Agreement was 33%, exceeding the target increase of 25%.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Responsibility	FY 1 04/10-09/10	FY 2 10/10-09/11	FY 3 10/11-09/12	FY 4 10/12-09/13	FY 5 10/13-09/14	
1.1.E: % of female teachers in USAID/EPQ supported regions	Percentage of teachers in EPQ supported regions who are female	Region	DRH	Annual (January)	Regional teams, M&E	Baseline	Baseline	Baseline +5%	Baseline +10%	Baseline +25%	Baseline +25%
EPQ ACTUALS							15%	Baseline -13%	Baseline +13%	Baseline +26%	Baseline +26%

During the first full fiscal year of project implementation, there was a 13% decrease in female teachers in the project regions, as many of the female teachers who had been posted to the rural and hardship posts requested transfers. The project focused its efforts on helping the MOE's Human Resource Division (DRH) establish quotas for female teachers, and bonuses for those who were willing to be posted and work in rural areas for at least 2-3 years. As a result, by the end of the project, there was a 26% increase of female teachers in USAID/EPQ-supported regions.

OUTCOME 1.2: INCREASED LINKAGES BETWEEN PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION CURRICULA AND SYSTEMS FOR ASSESSING TEACHER PERFORMANCE											
1.2.A: # of CRFPEs and other training providers using professional development modules based on performance standards	CRFPs/other training providers (e.g. FASTEF) that are using modules based on performance standards	NA	Documentation of new modules and verification of their use in CRFPEs, FASTEF	Annual	Component Leader		Baseline	2	5	8	8
EPQ ACTUALS							0	0	8	8	8

The project integrated performance standards on a set of professional development modules for the CRFPEs. These were tested in 8 CRFPEs during FY 2012–2013, including the 6 CRFPEs of the project regions of Fatick, Tambacounda, Kédougou, Kolda, Sédhiou, and Ziguinchor. They were also used by the CRFPEs in St. Louis and Louga. These are the same CRFPEs that are using them today, although all trainers in the 14 CRFPEs of the country have been trained, and materials have been distributed so that they can offer the professional development modules in the coming years.

1.2.B: Teacher performance standards institutionalized across all teacher education and professional development programs	Milestone. Follow the stages of integration of the performance norms by the MoE	NA	Review of curricula and policies	Annual	Component Leader		<i>Principles adopted</i>	<i>Stds drafted and tested</i>		<i>Stds institutn-alized</i>	<i>Stds institutn-alized</i>
EPQ ACTUALS							Principles adopted	Standards drafted and tested	Standards institution alized		Standards institution alized

The teacher performance standards, which include performance indicators, were drafted and tested during the first two years of the project, and were institutionalized by the MOE in October 2011.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Respon-sibility	FY 1 04/10-09/10	FY 2 10/10-09/11	FY 3 10/11-09/12	FY 4 10/12-09/13	FY 5 10/13-09/14	
1.2.C: Coordinated pre-service and in-service teacher training modules developed based on teacher standards & competencies	Milestone. Follow the stages of integration of the modules by the CRFPs/MoE	NA	Review of curricula and policies	Annual	Component Leader		<i>Targeted modules identified, specs drafted</i>	<i>Target modules drafted</i>	<i>Target modules tested</i>	<i>Target modules adopted by MoE</i>	
EPQ ACTUALS							Targeted modules identified	Target modules drafted	Target modules tested	Modules being adopted	

As noted in the final report, FASTEF, which reported to the Ministry of Higher Education, was reluctant to change its established curriculum materials, so there was little advancement in developing pre-service teacher training modules based on teacher standards. However, the project, together with the MOE, was able to identify in-service teacher training modules that were modified to include teacher standards and competencies. These were tested and utilized by 8 CRFPEs (see 1.2.A. above). Following additional training provided by the project in the final year of the project, all 14 CRFPEs are now capable of—and have the materials to—provide the training to middle school teachers.

OUTCOME 1.3: CAREER STRUCTURE LINKED TO TEACHER SENIORITY, TRAINING AND PERFORMANCE TO CLEAR PATHS FOR ADVANCEMENT AND INCENTIVES											
1.3.A: # of IAs recruiting and assigning teachers based on a performance-based standards policy	# of IAs that recruit and hire teachers trained by the CRFPs/FASTEF	Region	Review of personnel registers of IAs	Annual	Regional teams, M&E	Dialogue test'd	Policy framework developd	2	2	4	8
EPQ ACTUALS							0	0	0	0	0

EPQ did not achieve this target indicator because recruitment and assignment of middle school teachers continues to be done at the national level. Therefore, no IAs have the legal authority to recruit or assign teachers.

1.3.B: MoE institutionalizes standards for recruiting middle school teachers, and for certifying contractual teachers	Milestone. Follow the stages of integration of the recruitment standards and certification of contractual teachers by the MoE	NA	Review of MoE documents	Annual	Component Leader		<i>Principle of min hiring stds obtained</i>	<i>Minimum stds drafted and tested</i>		<i>Minimum standards institutionalized</i>	<i>Minimum standards institutionalized</i>
EPQ ACTUALS							Standards validated		Recruitment policy being drafted	Draft policy being finalized	Draft policy being finalized

The MOE does not have a formal recruitment policy for recruiting middle school teachers. The project, therefore, worked with the MOE's human resource division to draft a recruitment policy. Due to a number of factors, including staff turnover at the ministry (there were 3 ministers in the four years of the project), political unrest during the presidential election, and pressure from several dozen teachers' unions, this activity was slower than anticipated. By the end of the project, a draft policy had been drafted and was being finalized by the MOE.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Responsibility	FY 1 04/10-09/10	FY 2 10/10-09/11	FY 3 10/11-09/12	FY 4 10/12-09/13	FY 5 10/13-09/14	
1.3.C: Performance indicators developed which build on the MoE's teacher performance standards developed with USAID/ PAEM and EDB assistance	Milestone. Follow the stages of the development of performance indicators	NA	Exploitation des documents administratifs du Ministère	Annual	Component Leader		Initial set of new indicators drafted	Full set of inds drafted, tested	Inds finalized, validated by MoE		Inds finalized, validated by MoE
EPQ ACTUALS							Indicators identified	Performance standards that include performance indicators drafted and tested	Standards that include performance indicators validated		Standards that include performance indicators validated

The performance standards that were drafted, tested, validated, and institutionalized by the MOE under the project (see 1.2.B.) included performance indicators. The standards and indicators were institutionalized by the MOE in October 2012.

OUTCOME 2: IMPROVED SCHOOL GOVERNANCE AND MANAGEMENT (COMPONENT 2)											
2.A: % of USAID-supported MS reporting at least an annual inspection visit by IVS	USAID supported middle schools that have received at least one annual inspection visit by IVS in the past year	Region	IVS reports, school visit registers	Annual	Regional teams, M&E		Will monitor	Will monitor	Will monitor	Will monitor	Monitor
ACTUALS							3%	10% (only one region reported)	38%	No report was provided by IVS this year	

This indicator was merely to be reported on by the project.

2.B: % of USAID-supported MS reporting at least two annual inspections by IS	USAID supported MS that have received at least two annual inspection visits by IS.	Region	IS reports, school visit registers	Annual	Regional teams, M&E		Will monitor	Will monitor	Will monitor	Will monitor	Monitor
ACTUALS							18%	13% (only one region reported)	No report was provided by IS this year	No report was provided by IS this year	

This indicator was merely to be reported on by the project.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Responsibility	FY 1 04/10- 09/10	FY 2 10/10- 09/11	FY 3 10/11- 09/12	FY 4 10/12- 09/13	FY 5 10/13- 09/14	
OUTCOME 2.1. WHOLE SCHOOL STRUCTURES SUPPORTED TO IMPROVE OPPORTUNITY TO LEARN, SCHOOL PERFORMANCE, AND GOVERNANCE											
2.1.A. # of school governance structures supported	CGE that benefit from one or more of the following : -Trainings organized by EPQ -Grants for implementing school activities outlined in the PE -Material contributions	Region	Signed « Etats de paiement » Delivery docket; Activity Reports	Quarterly	Component Leader M&E officer	0	72	168	264	360	360
EPQ ACTUALS							72	168	272	260	341

This was a USAID standard indicator. The project did not achieve the target for this indicator, because the number of project intervention regions was reduced from 8 to 6 and then finally to 4 for the final year of the project to more closely align with the USAID education strategy. In the final year of the Agreement, EPQ supported all middle schools in its target regions of Ziguinchor, Sédhiou, Kolda, and Kédougou, for a total of 260 schools for FY 13-14. The total number of schools supported during the life of Agreement was 341 in 6 regions.

2.1.B: % of target CGEs that hold community forums to discuss performance and plans based on school-generated data	Community forums are tools for dialogue and analysis of the performance of the school.	Région	Exploitation des Reports de l'activité	Bi-Annual	Component Leader M&E officer	0	65 (90% of school total)	151 (90% of total)	237 (90% of total)	324 (90% of total)	324 (90% of total)
EPQ ACTUALS							72 100%	168 100%	272 100%	260 100%	341 100%

EPQ supported school self-assessments (AEC), community forums, and the development of school improvement plans (PAQ) through small, fixed obligation grants. One of the milestones to complete for disbursement of one of the grant tranches was the community forum to discuss school performance and identify priorities for school improvement. As a result, all partner schools held community forums as part of their grants.

2.2.A: # of school administrators and officials trained	Number of school principals and local MoE staff (regional and departmental MOE staff such as CP, IS, IVS) trained with EPQ support. To be counted the training must be at least 3 days	Region; Sex	Attendance sheets & Activity reports	Quarterly	Component Leader M&E officer	0	72	168	264	360	360
EPQ ACTUALS							72	168	272	260	341

This was a USAID standard indicator. The project did not achieve the target for this indicator, because the number of project intervention regions was reduced from 8 to 6 and then finally to 4 for the final year of the project to more closely align with the USAID education strategy. In the final year of the Agreement, EPQ supported all middle schools in its target regions of Ziguinchor, Sédhiou, Kolda, and Kédougou, for a total of 260 schools. The total number of schools supported, and the number of school administrators trained during the life of Agreement was 341 in 6 regions.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Responsibility	FY 1 04/10- 09/10	FY 2 10/10- 09/11	FY 3 10/11- 09/12	FY 4 10/12- 09/13	FY 5 10/13- 09/14	
OUTCOME 2.3: SCHOOL-BASED PERFORMANCE MANAGEMENT SYSTEMS STRENGTHENED AND MADE TRANSPARENT											
2.3.A: # of schools that report increases of key OTL baseline measures (days open, teacher and student attendance, FSQ conditions) (90% of aggregate)	Middle schools that achieve an improvement in at least 50% of their OTL indicators	Region	Tools to be developed based on SSA	Annual	Component Leader M&E officer	0	65	151	237	324	324
EPQ ACTUALS							0	103	260	250	324

The project developed a School Report Card (BPC) that tracked OTL. The school management committee (CGE) members were tasked with completing the BPC every year, as part of the school self-assessment process. The results were discussed during a community forum, and priorities for school improvement were identified that then became part of the school improvement plan. As a result of training and community mobilization activities, EPQ was able to achieve this target, despite the decrease in target intervention regions.

Outcome 3 : Increased Teacher/Student Competency In French Reading And Math											
3.A: # of direct intervention schools	Number of middle schools in which EPQ has activities	Region	EPQ Activity Reports, documentation of agreements with MoE & the project on selection of schools, etc	Quarterly	Component leader, M&E	0	72	168	264	360	360
EPQ ACTUALS							72	168	272	260	341

The project did not achieve the target for this indicator, because the number of project intervention regions was reduced from 8 to 6 and then finally to 4 for the final year of the project to more closely align with the USAID education strategy. In the final year of the Agreement, EPQ supported all middle schools in its target regions of Ziguinchor, Sédhiou, Kolda, and Kédougou, for a total of 260 schools for FY 13-14. The total number of schools supported during the life of Agreement was 341 in 6 regions.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Responsibility	FY 1 04/10- 09/10	FY 2 10/10- 09/11	FY 3 10/11- 09/12	FY 4 10/12- 09/13	FY 5 10/13- 09/14	
3.B: % of students who meet min. competency in math in EPQ supported middle schools	Minimum competency will be determined, Diagnostic tests to be done for 6e, 5e and 4e at the beginning of each academic year.	Sex; Region; Grades 6 ^e 5 ^e , 4 ^e	Test Reports	Annual	Component leader, M&E and other experts		Baseline	Baseline +10%	Baseline +17%	Baseline +25%	Baseline +25% ³
EPQ ACTUALS	see below										

3.C : % of students who meet min. competency in French in EPQ supported middle schools	Minimum competency will be determined. Diagnostic tests to be done for 6e, 5e and 4e at the beginning of each academic year.	Sex; Region; Grades 6 ^e , 5 ^e , 4 ^e	Test Reports	Annual	Component leader, M&E and other experts		Baseline	Baseline +10%	Baseline +17%	Baseline +25%	Baseline +25%
EPQ ACTUALS	see below										

The EPQ remedial program was rolled out in phases. During the first year, the remedial program was introduced to 7th graders in the project intervention regions, as EPQ staff and MOE partners wanted to test the program and materials. After the first round of testing took place, it was evident that a far greater number of students needed remedial help than originally planned. Therefore, the decision was made to train more teachers, and to roll out the remediation program by academic year. The first year, 7th graders were tested and participated in the program; in the second year, both 7th and 8th graders participated in the program, and by the final year of the program, 7th, 8th, and 9th graders participated. This rollout made it difficult to calculate overall baselines. See tables below for breakdown of percentages of students who met minimum competency in math and French in supported schools, by grade level.

Indicator 3B: Percent of students who meet minimum competency in Math in EPQ-supported schools

		FY 3, 2011-12a	FY 4, 2012-13b	FY5, 2013-14c	
		Start of school year	Start of school year	Start of school year	End of school year
7th grade	Girls	25%	21%	25%	76%
	Boys	27%	25%	27%	77%
8th grade	Girls		30%	30%	79%
	Boys		28%	31%	78%
9th grade	Girls			39%	83%
	Boys			41%	83%

Indicator 3C: Percent of students who meet minimum competency in French in EPQ-supported schools

		FY 3, 2011-12a	FY 4, 2012-13b	FY5, 2013-14c	
		Start of school year	Start of school year	Start of school year	End of school year
7th grade	Girls	43%	34%	34%	78%
	Boys	47%	36%	38%	78%
8th grade	Girls		47%	46%	79%
	Boys		43%	51%	78%
9th grade	Girls			60%	90%
	Boys			65%	90%

- a: Based on data from the diagnostic test administered at the start of the school year. 2011-12 data includes students from 69 schools in the regions of Fatick, Kédougou, Kolda, Sédhiou, Tambacounda and Ziguinchor.
- b: Based on data from the diagnostic test administered at the start of the school year. 2012-13 data includes students from 189 schools in the regions of Fatick, Kédougou, Kolda, Sédhiou, Tambacounda and Ziguinchor.
- c: Based on data from the diagnostic test administered at the start and end of the school year. 2013-14 data includes students from 260 schools in the regions of Kédougou, Kolda, Sédhiou, and Ziguinchor.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Responsibility	FY 1 04/10-09/10	FY 2 10/10-09/11	FY 3 10/11-09/12	FY 4 10/12-09/13	FY 5 10/13-09/14	
3.D : % decrease in middle school repetition rate in USAID intervention regions	Grade failure rate compared to previous period. Proportion of students enrolled at one grade level who stay in the same grade level during the following academic year.	Sex; Region	School Principals (rapports de rentrée)	Annual (either at beginning or end of academic year, TBD)	Component leader, M&E IA/IDENS	Baseline	Baseline	Baseline -5%	Baseline -10%	Baseline -15%	Baseline -15%
EPQ ACTUALS							17%	---	---	---	---

In FY 11-12, the MOE established its program of "zero redoublement" ("Zero Repetition"), and no longer required schools to report on this indicator.

3.E : % of grade 10 students in USAID intervention regions who obtained a MS BFEM certificate after taking the exam	The BFEM is an exam taken at the end of middle school. The BFEM pass rate will be number of students passing the BFEM from the number of students who took the exam.	Sex; Region	School Principals (rapports de rentrée)	Annual (either at beginning or end of academic year, TBD)	Component leader, M&E IA/IDENS	Baseline data to be provided	44%	48%	52%	56%	56%
EPQ ACTUALS							54%	76%	61%	49%	49%

This indicator went up and down during the life of the project. One year, because teacher strikes lasted half the academic year, the year was extended and the BFEM was offered twice, allowing students who failed it the first time to retake it a couple of months later. The project expects an increase in the FY 2014–2015 BFEM results, the first year that students who participated in the remediation program will be taking the exam.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Respon-sibility	FY 1 04/10- 09/10	FY 2 10/10- 09/11	FY 3 10/11- 09/12	FY 4 10/12- 09/13	FY 5 10/13- 09/14	
OUTCOME 3.1: IMPROVED LITERACY AND NUMERACY INSTRUCTIONAL PRACTICES											
3.1.A : # of teachers/educators trained with USG support**	To be counted the training must be at least 3 days	Sex; Region	Attendance sheets & Activity reports	Quarterly	Leaders of Components 1, 3 & 4, M&E	0	680	907	907	907	3,401
EPQ ACTUALS						0	0	735	1,487	1,215	3,437

This is a USAID standard indicator. Despite the decrease in the number of project intervention regions, EPQ was able to achieve this target.

3.1.B : # of teachers using techniques designed to promote student acquisition of basic skills in French and math	Teachers are those trained with support from EPQ in these areas, a sample of teachers will be observed in their classrooms	Sex; Region; Subject	Reports from observers	Annual	Component leader, M&E	0	0	227	363	544	1,134
EPQ ACTUALS								229	301	1,113	1,643

The project trained CRPE inspectors to observe teachers in class, and then provided grants to the CRFPEs to organize teacher observation using the trained inspectors. With the grants provided, the CRFPEs were able to exceed the target number of teachers observed; a total 1,643 were observed using techniques designed to promote student acquisition of basic skills in math and French.

3.1.C: # of students served by teachers receiving training from EPQ	EPQ will train teachers in the teaching of basic skills in math and French reading, and they will teach the same group of students, therefore the students will be counted twice due to the manner in which the target had been set.	Sex; Region; Subject	exploitation cahiers de registre des étudiants (documents du collège)	Annual	Component leader, M&E		34,000 (680 teachers * 50 students per class)	45,350	45,350	45,350	272,050
EPQ ACTUALS							59 920 (80 students per class)	74 480	98 880	198,754	432,034

Instead of basing the number of students benefiting from trained teachers, the project collected data from class enrolment for each of the teachers trained. The total number of students who benefited from teachers trained by the project is 432,034. This is a result of class size in the middle school, as well as the number of teachers that were trained by the project.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Responsibility	FY 1 04/10- 09/10	FY 2 10/10- 09/11	FY 3 10/11- 09/12	FY 4 10/12- 09/13	FY 5 10/13- 09/14	
OUTCOME 3.2: GREATER NUMBER OF READING AND MATH MATERIALS AVAILABLE											
3.2.A: # of textbooks/learning materials provided with USG assistance	Materials identified, adapted, or designed by EPQ, supplied to target schools along with teacher training in instruction on math/French basic skills.	Region; Subject	Delivery records	Annual	Component leader, M&E	0	5,000	3,500	3,500	3,500	15,000
EPQ ACTUALS								4,469	19,094	61,502	85,065

This is a standard USAID indicator. EPQ exceeded this target for a number of reasons. First of all, many schools and CRFPEs asked for additional remediation materials, professional development modules, and CGE training materials, which the project provided. Secondly, during the final year of the project, all other CRFPE instructors in the non-project regions were trained on the project's remedial and school governance materials. Finally, a set of learning materials (training guides, remediation toolkits, etc.) were distributed to each CRFPE in Senegal, so that trainers would have access to them for future training sessions

3.3.A : # of MS students participating in supplemental remedial activities	These will be supplemental math and French reading activities supported by EPQ	Sex; Region; Subject	Data collection tool to be developed	Annual	Component leader, M&E	0	8,276	8,276	8,276	8,276	33,104
EPQ ACTUALS								1,200	15,726	51,195	68,121

This target was more than doubled, not only because of the class size in middle schools in the target intervention regions, but also because of the low level of basic competency in French and math that students who arrive in middle school possess. So, despite the fact that the remedial program did not begin until FY 2011 – 2012 (the remedial programs took longer than anticipated to complete and get validated) and the fact that the project intervention regions decreased from 8 to 6 to 4 for the final year of the project, the number of students participating in math and French remedial activities totaled 68,121.

3.3.B # of middle schools in the EPQ regions that provide remedial programs in math and French (such as after school remediation programs, summer camps, student clubs)		Region	Data collection tool to be developed	Quarterly	Component leader, M&E	0	65	151	237	324	324
EPQ ACTUALS							12	60	260	250	334

EPQ was able to achieve this target. Originally, it was thought that about 90% of the 360 schools would participate in the remedial program; however, more than 95% of the targeted schools (334 of 341) participated in the remedial program. Although the school remedial program did not begin until FY 2011–2012, 12 summer camps were offered in the summer of 2011 (FY 2010–2011), which offered remedial training to youth during the weeks prior to the school opening in October.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Responsibility	FY 1 04/10- 09/10	FY 2 10/10- 09/11	FY 3 10/11- 09/12	FY 4 10/12- 09/13	FY 5 10/13- 09/14	
OUTCOME 4: EXPANDED OPPORTUNITIES FOR YOUTH EDUCATION, COMMUNITY SERVICE, AND EMPLOYABILITY SKILLS											
4.A : # percentage points reduction in dropout rate from supported schools	Drop-out rate compared to rate of the previous period.	Sex; Region	School Principals (rapports de rentrée/fin d'année)	Annual	IA/IDENS/ Component 4 Leader, M&E		Baseline	3%	5%		5%
EPQ ACTUALS							Not tracked by schools	---	---	---	---

This indicator is no longer tracked by the MOE.

OUTCOME 4.1: YOUTH AND COMMUNITIES MOBILIZED TO ASSESS AND SUPPORT YOUTH DEVELOPMENT NEEDS											
4.1.A : Youth workforce and livelihoods development needs assessment conducted	Milestone.	N/A	assessment report	FY 1, FY3	Component 4	1	0	1			2
EPQ ACTUALS						1		1			2

Two needs assessments were conducted by the project: one at the beginning of the component; one at the end of the component.

OUTCOME 4.2 : INCREASED EMPLOYABILITY, LIVELIHOOD AND BASIC SKILLS ACQUIRED BY YOUTH											
4.2.A : # teachers/CBO representatives trained on life skills	Individuals trained to become training facilitators by MC or IYF	Sex; Region	Attendance Lists, documentation from MC and IYF	Quarterly	Component 4, M&E	0	120	150			270
EPQ ACTUALS							138	173			311

The project trained 311 teachers and NGO/CBO facilitators on the youth modules of employability and life skills.

Performance Indicator Information		Data Collection Analysis				Targets					LOA
Indicator by Outcomes	Indicator definition	Dis-aggregate by	Data Source/ Method	Frequency	Responsibility	FY 1 04/10-09/10	FY 2 10/10-09/11	FY 3 10/11-09/12	FY 4 10/12-09/13	FY 5 10/13-09/14	
4.2.B: # of out-of-school youth participating in remedial training	Youth aged 13 to 19 who have left the school system without completing their studies/receiving a diploma	Sex; Region	Attendance Lists	Quarterly	Component 4, M&E		Baseline	Baseline +10%	Baseline +15%		Baseline +15%
EPQ ACTUALS							180	---	----	----	----

Working with out-of-school youth, it quickly became clear that the youth were very mobile, moving from place to place in search of work, and finding odd jobs from time to time. This did not allow them long periods of time to participate in a remedial program. In response to this, the project offered condensed remedial program to 180 during a two-week period in the summer. However, following the first program, it was evident that the out-of-school youth did not have the language nor education level to benefit from the remedial materials, which were in French and targeted early middle school students. The organizations did not see the benefit in offering the program again, so the project was unable to achieve this target.

4.2.C: # of youth participating in training / education opportunities, community service, and/or employability opportunities	Youth aged 13 to 19, either in school or out of school, who participate in training programs of IYF or MC.	Sex; Region; in or out-of-school	Attendance Lists certificates of participation	Annual	Component 4, M&E		4,050	8,100	8,100		20,250
EPQ ACTUALS							4,815	7,840			12,655

As noted in the report, this target was not met due to two major factors. One was that out-of-school youth are very mobile and therefore not able to participate in training programs that last more than a week. The other major factor was that the out-of-school youth did not have the education level or language skills needed to effectively participate in, and benefit from, the training materials. Finally, because the pilot program lasted 2 ½ years, the organizations who were providing the training did not enroll any new participants for the final months of activity, opting to continue working with the ones already enrolled. Thus, no new participants were recorded for the third fiscal year (the final four months of the pilot youth component, from October–December 2012).

OUTCOME 4.3: INCREASED PARTNERSHIPS IN YOUTH DEVELOPMENT											
4.3.A : # NGOs, CBOs, LGs and private sector companies engaged in youth development, PPPs	Number of NGOs, CBOs and private sector companies that finance youth associations, allow their members to attend IYF or Making Cents trainings, develop programs for youth in their community, or support youth development some way	Region	Data collection tool to be developed	Quarterly	Component 4, M&E	0	7	9	9		25
EPQ ACTUALS							43	21			64

The project provided grants to 23 organizations. Several of them were umbrella organizations that had member organizations, so a total of 64 organizations benefitted from EPQ youth training.